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ABSTRACT

The results of a survey are reported in two parts: (1) the compilation of an annotated inventory of recurrent secondary services in education produced in the United Kingdom--abstracting, indexing, and current awareness services; and (2) detailed analyses of the important characteristics of timelag, coverage, physical format, and entry format in the four principal services--British Education Index, Research into Higher Education Abstracts, Sociology of Education Abstracts, and Technical Education Abstracts. (Author/MBR)

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BIBLIOGRAPHIC SERVICES IN EDUCATION

A Survey and Analysis of Secondary Services in the United Kingdom

Dai Hounsell
Philip Payne
Irene Willett

Report to the British Library Research and Development Department

on Project SI/CT/011

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

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Abstract

The report presents the results of a survey of secondary bibliographical services (i.e. abstracting, indexing and current awareness services) covering the field of education and produced within the United Kingdom. The survey consisted of : (1) the compilation of an annotated inventory of all such services identified and (2) a detailed analysis, in terms of coverage, timelag etc. of the four principal services (i.e. British Education Index, Research into Higher Education Abstracts, Sociology of Education Abstracts and Technical Education Abstracts).

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Part I

SURVEY OF RECURRENT SECONDARY SERVICES IN EDUCATION

Introduction

The study described in this report consisted of : (1) the compilation of an annotated inventory of recurrent secondary services (i.e. abstracting and indexing services, current awareness services etc.) in education which are produced in the United Kingdom and (2) detailed analyses of important characteristics such as timelag and coverage of four of the principal services : British Education Index, Research into Higher Education Abstracts, Sociology of Education Abstracts and Technical Education Abstracts. It forms part of the British Library Project on Experimental Information Services in Education which is currently being undertaken in the Centre for Educational Research and Development of the University of Lancaster.

Inventory of Secondary Services

At first glance, secondary services in education appear to be a small, compact family grouping: British Education Index, Language Teaching and Linguistics Abstracts, Research into Higher Education Abstracts, Sociology of Education Abstracts, Technical Education Abstracts. On closer inspection, one finds instead an extended family of over thirty members, with considerable variation in subject-matter, depth of coverage, frequency and format. Most of these lesser-known services are produced by libraries and information departments and circulated to a localised or restricted readership: Awareness (National Children's Bureau) and Scoop (Cambridge Institute of Education Library) are examples of two such services. Some, though chiefly intended for a local audience, are also sold to individuals or organizations on a subscription basis (e.g. Hertis Information Review: Further and Higher Education produced by Hatfield Polytechnic Library). Others appear regularly in certain education journals (e.g. the periodical Disadvantage in Education) as a "current awareness" section covering books and articles likely to be of interest to readers.

The aim of this survey was to identify as many of these services as possible and to compile an annotated inventory which would include details such as publisher, frequency and types of material covered. The inventory appears as Appendix 1.

Tracking down services which are localised and restricted in their audience is clearly not an easy task and it is possible that some have been inadvertently missed. Members of the project team were already familiar both with the principal abstracting and indexing services and with a significant number of smaller services concerned predominantly with current awareness rather than retrospective searching. Further sources were identified after a search of the Inventory of bibliographic data bases in the UK (British Library, Research and Development Department 1976) and standard guides to the literature of education such as Rumby (1975). Another useful source was Grayson (1977), whose review of local government information services lists several public libraries which produce education current awareness bulletins; these libraries were subsequently contacted in order to obtain details of their services as well as sample copies. A circular letter was also sent to the librarians of University Institutes and Schools of Education and to the librarians of specialised education libraries (e.g. ILEA Education Library, NUT Library) enquiring whether their libraries produced any services of this kind. Current awareness sections in journals were identified from an examination of the education periodicals taken by the University of Lancaster Library and the Library of S. Martin's College of Education, Lancaster.

A total of thirty-three services were identified: fourteen were current awareness services; four were library accessions lists; seven were current awareness sections in journals; six were abstracting services; one was an indexing service and one was a recurrent bibliography. The survey does not cover information sources such as audio-visual registers (e.g. HELPIS), research registers (e.g. the NFER Register), and inventories of innovation (e.g. the Nuffield Newsletter), nor does it include all of the wide range of accessions lists and lists of new books and pamphlets produced by education libraries. These have been included only when they have a systematic arrangement of a significant number of entries in each issue.

The majority of the sources identified in the survey seem intended for current awareness rather than retrospective searching. Line (1976) has contended that many abstracting and indexing services stay in business mainly because it is "the libraries who are purchasers and not the users and libraries tend to buy items if the words 'abstracts' or 'bibliography' are in the title" (p.6). Line's argument cannot also be applied to current awareness publications, which generally have a more diffuse audience and, since they are often consciously ephemeral rather than archival, are less likely to rely on subscriptions from libraries to sustain them. Many of these publications are freely available as part of the information services which the libraries concerned provide for their users and form an alternative to other methods of keeping users informed e.g. through distribution of photocopies of journal contents pages or personalised manual SDI services (as used by the University of London Institute of Education Library). While some current awareness bulletins are sold to outside individuals or bodies (e.g. Higher Education Current Awareness Bulletin produced by the University of Aston Library), it is generally the case that they had started life as material for internal circulation and had only later become more widely available.

Regular bulletins are only one form in which current awareness services appear: journals with specially prepared current awareness sections also feature relatively strongly in the inventory of secondary services. However, in absolute terms, these journals comprise only a very small proportion of all educational journals - a surprising underutilisation of what would seem to be a potentially effective information channel on articles in other journals which contrasts markedly with the attention paid to new books in 'reviews sections'. In the United States, references to journals and reports appear more frequently, mainly as a result of agreements between ERIC Clearinghouses and journal or newsletter publishers. Those journals in this country which do include current awareness sections range from scholarly journals, such as Studies in Adult Education, to subject teaching journals such as English in Education.

The recurrent literature survey is another form of current awareness service (and also one which is relatively underutilised). Only one example was discovered in the survey: Reading Research, an annual review produced by the Centre for the Teaching of Reading at the University of Reading.

The survey includes not only a review of research in the field of reading but also a section of abstracts of books and journal articles published during the year and details of new research projects. This method of information dissemination is again one which is used by ERIC Clearinghouses in the United States.

It would be misleading to draw too sharp a division between those services which are essentially for current awareness purposes and those used in the main for retrospective searching. The lack of an index does usually make retrospective searching of current awareness publications difficult (though by no means impossible) but abstracting and indexing services can be very effectively used for current awareness purposes. Research into Higher Education Abstracts is circulated free of charge to members of the Society for Research into Higher Education and it seems probable that for most members its main (or at least initial) value lies in keeping them informed of new publications. Indeed, the Abstracts are likely to be of less value for retrospective searching: abstracts are classified under ten main headings but indexing is not based on any particular scheme and lacks consistency. Similarly, Sociology of Education Abstracts was originally designed chiefly as a current awareness service by subject specialists for subject specialists (see Swift and Winn 1970). However, since the introduction of more sophisticated subject indexes in 1976, the service has become more valuable as a bibliographical tool for retrospective searching.

Coverage of Current Awareness Services

There is a strong tendency for current awareness services in education to concentrate their coverage on the journal literature. Three explanations can be put forward for this orientation. Firstly, it may reflect the relative value of the journal literature as an information source. In a study by Nelson and Adams (1973), journal articles were more frequently mentioned by educational researchers as an information source than local colleagues, books or technical reports. Nelson (1973) notes that " .... for all its problems the journal article is still the ultimate outlet for most scientific work and is still the most frequently used source of scientific communication" (p.14). Further evidence of the importance of journals within the educational information system is provided by the computerised file of social science periodicals (known as CLOSSS[1])

1. CLOSSS (Check List of Social Science Serials) is described in detail by Bradshaw et al (1974).

produced by the DISISS (Design of Information Systems in the Social Sciences) team. The file includes 286 current educational periodicals representing 10.4% of current periodicals on the file, the second highest ranking for any social science subject (Line and Roberts 1976). A second explanation is that articles of interest to educationalists appear not only in educational journals but also in journals covering other subject areas. Current Index to Journals in Education, for instance, gleans appropriate material from over 700 periodicals. The wide scattering of articles amongst the journal literature of the social sciences and beyond was clearly illustrated in a survey of educational researchers (Herner, Griffith and Herner 1968), in which respondents were asked to list all the periodicals that they had read or scanned over the past year. A list of 342 positively identified journals was compiled from the 562 usable replies. Nearly half of the journals were drawn from fields other than education. Similarly Daniel (1967), in a citation analysis based on citations in the Journal of Educational Research, found that only 41% of authors' journal citations were to education journals. Herner and his colleagues conclude that "the wide use of periodicals from other fields reflects the extent to which information relating to different aspects of education is produced and published in other disciplines, as well as the backgrounds and interests of people active in work in and relating to education" (p.27). Finally, information about new books, in contrast to journal articles, is more likely to reach educationalists through other channels, such as, for example, publishers' literature or book reviews. The information officers of the Experimental Information Service in the Social Sciences Project at Bath University found that publishers' notices were seen by users of their service as the most important source of information about new books (Bath University Library 1972 p.97).

Despite this general emphasis on the journal literature, some services do include other types of information. Education Review (which is published daily by the Research Library of Cheshire Libraries and Museums) covers not only books and periodical articles, but, interestingly, has information on forthcoming radio and television programmes. Hertis Information Review: Further and Higher Education, on the other hand, includes annotated references to publications such as DES circulars and press releases put out by educational organizations. It could be argued that services of this kind could be made more useful to some readers by

widening the scope of coverage to include more material such as conference proceedings, technical reports, theses, audio-visual materials, details of forthcoming conferences and references to discussions of educational issues in Hansard.

Abstracting and Indexing Services

Part II of this report examines four of the principal British abstracting and indexing services covering the field of education. These are British Education Index, Research into Higher Education Abstracts, Sociology of Education Abstracts and Technical Education Abstracts.

The survey did uncover several other abstracting services which are worthy of mention. According to its introduction, Language Teaching and Linguistics Abstracts (published by the English Teaching Centre of the British Council and the Centre for Information on Language Teaching and Research) "aims to keep teachers and others professionally concerned fully informed of the latest research and developments in the study and teaching of modern languages including English as a second language"[1]. Its coverage is impressive. Nearly 400 journals covering fields as diverse as linguistics, psychology, teaching methods and language studies are abstracted. Its breadth of subject coverage and international scope mean that there is little overlap between the service and British Education Index. Of the 112 periodicals contributing entries to the 1976 volume, only 15 are regularly scanned by British Education Index.

A new abstracting service has recently commenced publication on an experimental basis. Education Disadvantage: Summaries of Recent Articles is published by the Centre for Information and Advice on Educational Disadvantage and covers "the nature of various forms of social handicap, their effect on educational achievement and possible ways of overcoming such difficulties by educational means"[2]. It includes abstracts of articles from journals published not only in Britain but also in Australia and North America if the articles directly relate to British experience. It appears to differ significantly from services such as Sociology of Education Abstracts in having practitioners as an important

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1. From the introduction to volume 10, issue no.1 (January 1977).
2. From the preface to Volume 1, issue no.1 (Spring 1978).

target audience. As the preface to Volume I of the service states, " ..... good educational practice in action and evidence of its value is a major concern of the Centre (and therefore) we have taken abstracts from a number of sources other than traditional academic journals in order to provide a coverage of reports on experience by teachers"[1].

Further services have been considered but have not materialised. A meeting was held in 1970 at the instigation of the Library Association to investigate the possibility of establishing an abstracting service for British education (see Liaison April 1970 p.23), whilst Foskett and Humby (1969) refer to a National Council for Educational Technology research study which explored the possibility of starting an educational technology abstracting service. In a more recent venture, the feasibility of a current awareness bulletin or abstracting service covering the field of adult education has been explored. The National Institute of Adult Education, which hopes to produce the service, has been trying to ascertain whether there is a market amongst adult educators for a service of this kind and determining whether there is sufficient number of people in the field who are prepared to scan and abstract the literature. Although there has been a fairly good response to this plea for abstractors in special subject areas and in foreign language material, there has not been an overwhelming demand for the projected service as yet[2].

Value of differing types of secondary service

Research into Higher Education Abstracts and Sociology of Education Abstracts contain abstracts which are generally written by subject specialists scattered throughout Britain or even around the world. This of course is likely to result in a greater timelag between publication of the primary source and the appearance of an abstract in the published issue of the secondary service. An apparent conflict can therefore arise between the desirability of having abstracts written by a decentralised group of abstractors (rather than 'in-house' abstractors with subject expertise), or even having abstracts at all, and the value of rapid notification

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1. From the preface to Volume I, issue no.1 (Spring 1978)
2. Information supplied by Miss Elaine Pole, Librarian, National Institute of Adult Education.

to educationalists of new publications relevant to their interests. The INFROSS (Investigation into Information Requirements of the Social Sciences) study suggested that it was important for educational researchers to know about new material soon after publication, with 53% of those engaged wholly in research stating that it was 'very important' and 32% indicating that it was 'moderately important'. Speed was slightly less important for those involved in teaching as well as research but it was still 'very important' for 44% and 'moderately important' for 49% (Bath University Library 1971, Table 165). However a DISISS (Design of Information Systems in the Social Sciences) study which attempted to assess the relationship between the style and usefulness of a secondary publication for planners found that most recipients of the experimental service considered that increased frequency of the service, and thus by implication also improved currency, was not desirable at the expense of inclusion of abstracts or indexes (Bath University Library 1974 p.69). Nevertheless, 19% of respondents in the study stated they would prefer a fortnightly service without abstracts and with a rudimentary index to a two-monthly service with full abstracts and indexes, whilst a similar proportion desired a fortnightly service with titles only and a keyword index, to supplement the two-monthly abstracting service. This would suggest that there could well be a place for both types of services.

Co-ordination amongst secondary services

No co-ordinated information system exists within the field of education and this is clearly illustrated in the production of secondary information services. There is no abstracting service covering the field of education in general whilst there is a proliferation of secondary services covering aspects of post-compulsory education i.e. education beyond the statutory school-leaving age. (The abundant provision of information sources in higher education is also found at the international level: see, for example, Hounsell 1977). In the sense that Research into Higher Education Abstracts can be regarded as a current awareness service, it is in effect in competition with the two most widely available current awareness bulletins in the field of education, the University of Aston's Higher Education Current Awareness Bulletin and Hatfield Polytechnic's Hertis Information Review: Further and Higher Education. Other services in this area are the Higher Education Abstracts produced by Kingston Polytechnic Library and Technical Education Abstracts which covers the related fields of further education and technical education. Detailed

analyses of coverage between four of the principal services (i.e. British Education Index, Research into Higher Education Abstracts, Sociology of Education Abstracts and Technical Education Abstracts) are featured in Part II of this report.

The mushrooming of current awareness services is not wholly surprising. This type of bulletin tends to thrive because it is small and serves a restricted and well-defined group of users whose needs can be readily identified. Most producers would probably welcome co-operation amongst themselves, but this has to be balanced against the need of such services to keep timelag to a minimum and it is usually speedier to retain internal production. It seems improbable that there would be a case for nationally produced bulletins which could be purchased by libraries or interested individuals, although it would seem likely that greater co-operation between producers of existing services could ensure broader coverage by bulletins without affecting the timelag for material already being covered. However, while the importance to educational researchers of knowing about new publications shortly after publication has been shown (in, for example, the INFROSS (Investigation into Information Requirements of the Social Sciences) study), little is known about the needs of other groups working within the field of education, such as lecturers. It could be that the emphasis on keeping timelag to a minimum has been exaggerated and the significance of rapid current awareness to many educationalists is not as critical as has been presumed. Grayson, in a survey of information services to local government personnel, has suggested that "the concentration on current awareness is a good practical response to the problem of providing a service to a large number of people in the absence of sufficient resources and it is reasonable to conclude that the addiction to journal based bulletins is partly a result of expediency" (Grayson 1977 p.28). The computerised experimental SDI service to educationalists which is being developed and evaluated as part of the Project on Experimental Information Services in Education may yield further data on the relative importance of timelag to different groups of people working in the field of education.

It would be incorrect to suggest that there is no co-operation in the production of secondary services. Hertis Information Review, for example, depends on some indexing being undertaken by local college libraries. A computer-based information service developed by Exeter University

Teaching Services, TEARS (The Exeter Abstract Reference System) uses some abstracts contained in Research into Higher Education Abstracts as does the current awareness section in the British Journal of Guidance and Counselling. Kingston Polytechnic's Higher Education Abstracts contains a whole section devoted to abstracts drawn from other services whilst a journal for teaching staff at Trent Polytechnic, Developments in Teaching and Learning, includes entries from Hertis Information Review. Similarly, two current awareness services produced by public libraries (Sheffield's Education Information and Cleveland's Local Government Abstracts: Education) rely on a co-operative indexing scheme for much of the material contained in their bulletins. This indexing scheme, which is fully described by Duckett (1977), involves seven public libraries and a county council unit in Yorkshire, which provide information services to local government officers from a central 'pool' of data to which all the participating libraries contribute. The concept of a pool of information from which secondary services can draw whatever is of relevance to them is particularly interesting because it offers the twin benefits of greater depth and breadth of coverage (with not only a greater range of journals being indexed but also the possibility of including more types of materials e.g. monographs, government publications, audio-visual materials). The potential for utilising computers in this context is clear. Co-operation would be facilitated if on-line systems were developed so that references could be added to and retrieved from a central pool by any service irrespective of its size. Inevitably different services would wish to use the material derived from this pool in ways best suited to meet the needs of their particular users. The requirements of producers of abstracting services would clearly be different from those of current awareness service producers. One immediate benefit of a pool would lie in the potential it offered for co-operation in the identification of relevant material drawn from sources other than those considered to be the 'core' literature, whilst not ruling out the possibility of more wide-ranging co-operation if considered appropriate.

Part II

ANALYSES OF SELECTED SECONDARY SERVICES IN EDUCATION

1. Selection of Services for Detailed Analysis

In this part of the report, three abstracting services (Research into Higher Education Abstracts, Sociology of Education Abstracts and Technical Education Abstracts) and one indexing service (British Education Index) are analysed in depth. The rationale for selecting these four services in particular is a strong one. They are the four most widely known services in education; all four are formally published and widely available; all are cumulative and archival in intent (in contrast to current awareness bulletins); and all have circulations which are relatively large. Ulrich's Directory of Periodicals (Bowker and Co. 1975) gives the following circulation figures for the three abstracting services selected:

Research into Higher Education Abstracts	900
Sociology of Education Abstracts	900
Technical Education Abstracts	500

while British Education Index had a circulation of 1,199 in 1977[1]. In contrast, figures supplied by two of the more widely available current awareness bulletins indicate circulations of 273 (for the Hertis Information Review: Further and Higher Education) and 440 (for Higher Education Current Awareness Bulletin).

2. Nature of Analyses

A number of parameters can be readily examined in any evaluation of secondary services. These are (i) coverage of primary sources, (ii) timelag between publication of the primary source and the appearance of a reference to it in the secondary service, (iii) format of entries taking into account whether abstracts or annotations are included, and,

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1. Figure supplied by the British Library Bibliographic Services Division

if so, or what kind, (iv) type and nature of indexes used and (v) physical presentation of the service. All of these parameters except (iii) and (v) were examined in relation to the secondary services selected. Physical appearance is not really very important in this context as all four services are produced to a very high standard. It should however be noted that British Education Index is the only one of the four quarterly services which is cumulated annually, although the other three services do have cumulated annual indexes.

3. Scope of Analyses

Coverage In making an analysis of this kind, a number of options are open to the investigator. One approach (e.g. Martyn 1967) is to use a recent bibliography in the subject area concerned as a yardstick against which to measure, for example, the coverage of different secondary sources. This option was rejected on the grounds that a suitable bibliography was not available, and indeed it seems doubtful whether this approach could ever be successful in a field as diffuse and disparate as education.

An alternative to making comparisons with a specific, non-recurrent source is simply to compare the services being analysed with one another[1]. Two options then present themselves: the first is to base comparisons on the issues of the services which were published in a given year or years; the second is to use as a base a given year or years of publication of the items covered. The second option was adopted in the present survey for reasons of accuracy. The first seems more likely to lead to distortion (particularly when the period under scrutiny is relatively short). Differences in timelag result in citations to different issues of a particular journal appearing in these secondary services on a given date; errors may therefore arise in analyses made on this basis since the appearance in print of many journals is by no means as precise or as consistent as their formal dates of publication would suggest. Errors are also likely to arise in relation to foreign material or "peripheral" journals, where monitoring may be more ad hoc or liable to delays.

Having adopted year of publication of items covered as the basis for

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1. The chief disadvantage of this latter approach, of course, is that it does not yield information on how much relevant material is being missed by all of the services concerned.

comparison, a three-year period, the years 1973-1975, was chosen as the basis for analysis. The year 1975 was the most recent year feasible given the problems of timelag, and three years was a period that was both the maximum possible within the time available for investigation and a reasonable minimum for the purposes of drawing valid comparisons between the four services.

The data was compiled on 5"x3" cards. One card was allocated for each journal title, and information was recorded on country of origin, frequency of appearance, subject classification and the total numbers of articles published in the years 1973-1975 and cited in any of the four services[1].

Timelag It is very difficult to measure accurately the length of time between the publication of a primary document and the appearance of a reference to it in a secondary service. This is because, as has already been mentioned, the publication date on a document is not necessarily the date on which the item actually appeared. Similarly, the "cover date" on a particular issue of an abstracting or indexing journal may not be the date on which that issue was actually published. Two methods of examining timelag were therefore used in this study. Firstly, each of the abstracting services was examined for the period 1973-1975 and a record was made of the publication dates of the material cited (and at the same time it was noted whether the citation was to a journal article or to other forms of material). This information could then be tabulated for each of the three years by the age (in years) of citations in the four services. The second method used was to compare the dates of receipt by libraries of issues both of the four sources and of journals which they covered[2]. This method, though more reliable, is also

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1. Sources used to ascertain country of origin and frequency of appearance were Bowker, R. R. and Co. Ltd. 1975 and 1976, Woodworth 1973, International Committee for Social Science Information and Documentation 1976.

2. The dates of acquisition of issues of journals and parts of secondary services were generally taken to be the earliest of the two dates of receipt recorded at (1) University of Lancaster Library or (2) S. Martin's College of Education Library, Lancaster. Where particular journals were not taken by one or both of the libraries, dates of acquisition were obtained from either Preston Polytechnic Library or the University of Birmingham School of Education Library.

considerably more time-consuming and analysis was restricted to a sample comprising articles published in 1975 in those journal titles covered by three or more sources.

Layout of Entries and Indexes The results of this second method of analysis were utilised in two further ways: to derive some indication of the level of overlap in the coverage of particular articles by the services rather than solely relying on the data regarding title overlap; and to compare the way in which different services indexed the same article.

4. The Four Services

British Education Index (BEI) BEI commences publication in 1954, and was produced by the Librarians of Institutes and Schools of Education until 1972 when a full-time editor was appointed at the British National Bibliography. The early history of BEI has been described by Saunders (1957) Andrews (1964) and Foskett (1970) while Shaw (1974) discusses later developments. According to the preface to the 1976 volume, "the British Education Index aims to list and analyse the subject content of all articles of permanent educational interest which have appeared in a wide range of English language periodicals published or distributed in the British Isles". Until 1976, indexing was based on a system of subject headings drawn up by the Librarians of Institutes and Schools of Education. After 1976 a computerised system of production was introduced and the system of subject headings gave way to a subject list of articles accessed through a detailed subject index based on PRECIS[1] (Preserved Context Indexing System). There is also an author index.

Research into Higher Education Abstracts (RHEA) RHEA has been published by the Society for Research into Higher Education since 1967. An editor co-ordinates the work of the subject specialists who write the abstracts. The preface to the first issue of the service in 1967 described the role of the services as follows:

> "Although it is mainly publications describing research which are abstracted, reference books, reviews and important articles of general interest are also noted. It is intended to provide a

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1. A detailed description of PRECIS is given in Austin (1974).

complete coverage of current work in the United Kingdom together with selected coverage of appropriate overseas work".

Since 1976 the service has also included the titles of relevant theses. Abstracts are grouped under broad subject headings and are accompanied by an author index and a fairly basic subject index.

Sociology of Education Abstracts (SEA) Line (1971) has described SEA as "... the best example of an abstracting service in the social sciences covering a limited area" (p.420). However, Winn (1971) cautions that the scope of the service is much wider than the title suggests. In some ways, she goes on to say, 'Social Foundations of Education' would be a more appropriate title. The quarterly service is international in its coverage and has abstracted books and monographs, as well as journal articles, from around 1970.

The service commenced publication in 1965 and was intended primarily as a current awareness service for subject specialists with abstracts written by people working within the field. The realisation that the service should be developed as a tool for retrieval led to a three year research project, sponsored by OSTI, to examine the area of classification and indexing in social science fields. Accounts of this project are reported in Swift and Winn (1970), Winn (1971), and Winn and Bramer (1973); Swift, Winn and Bramer (1973) provide a report on the whole three-year period. It was as a direct result of their work in this area that more sophisticated subject indexes, permitting retrieval by a variety of approaches, were introduced at the beginning of 1976.

Abstractors are situated throughout the world. They have gradually become less of a homogeneous group: their numbers have doubled between 1965 and 1970 and they have become increasingly specialised as the literature of the subject has grown. As a result of this trend, an Assistant Editor was appointed to co-ordinate the service and "ensure singleness of purpose and vision" (Swift and Winn 1970 p.18).

Guidelines to abstractors recommend the inclusion of the following types of material (Winn 1971):

1. material in or on the sociology of education
2. sociological writing other than that relating to an educational context when (a) it impinges on education in a material sense

(e.g. family, community, occupations etc.), (b) offering an analysis of research techniques or (c) employing methodology or developing theories in experimental work which may be applied in the sociological study of education

3. sociological or educational data or description (raw material for the sociologist of education - including surveys and fact-finding research, together with descriptive accounts of 'analysis' of the social and educational scene
4. 'social' (non-sociological) writing about education - discursive work essentially of background or general interest to the sociologist of education.

Technical Education Abstracts (TEA) TEA started publication in 1960. It was produced by the National Foundation for Educational Research with assistance from a decentralised group of abstractors until 1970 (volume 10) whereupon it was taken over by Information for Education Ltd., publishers of SEA, and now has the same editorial staff as the latter. The service abstracts material concerned with science education, technical education, and further education as well as industrial and commercial training. In addition to covering relevant books and pamphlets, it draws heavily on a small number of specialised and general periodicals. It is almost exclusively British in its scope. In the year prior to being taken over (1969), the service included short articles surveying research, development and current thinking in the field.

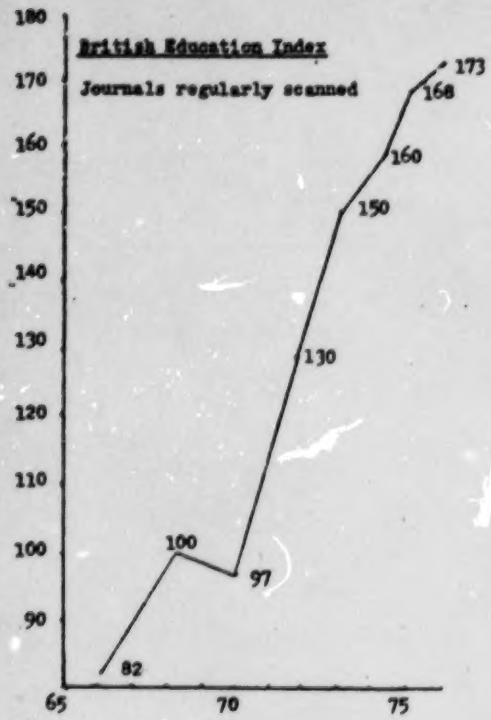
5. Results

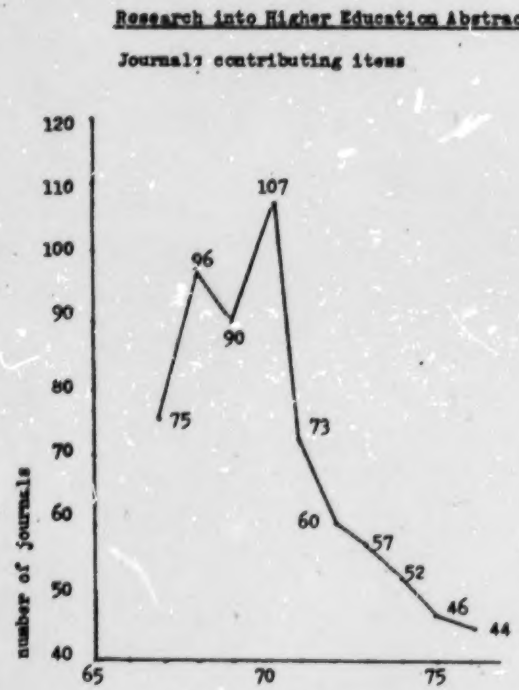
Coverage by Services

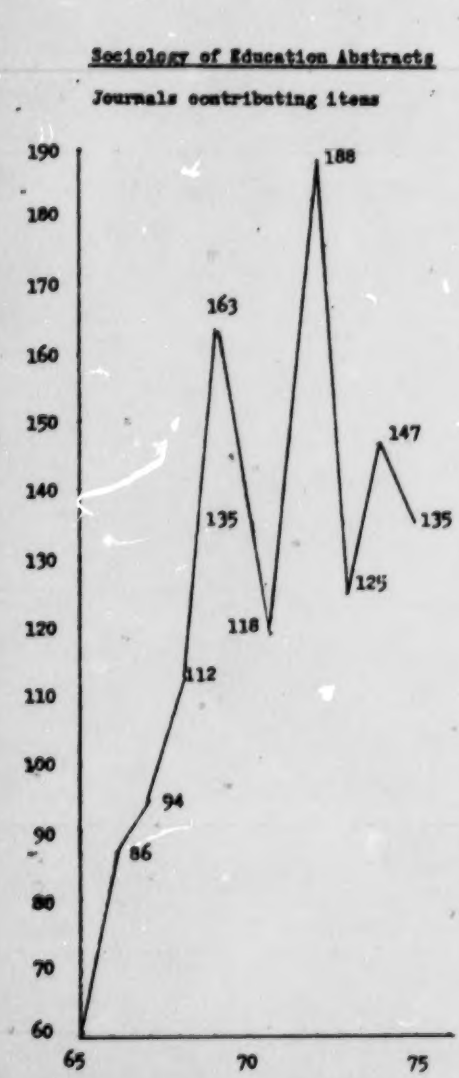
Journal Coverage According to Shaw (1974), three categories of journal are covered by BEI. These are (i) 'mainstream educational journals' (e.g. Educational Research, Trends in Education), (ii) journals covering aspects of the curriculum (e.g. Education in Chemistry, Mathematics Teaching) and (iii) 'peripheral journals' (e.g. British Journal of Psychology, Sociological Review). Mainstream educational journals used to be indexed from cover to cover while journals covering aspects of the curriculum and peripheral journals were indexed selectively. This policy was changed in 1975, and all journals are now indexed selectively. The change resulted from the increase in the number of journals indexed and the belief that too much fringe material was being included.

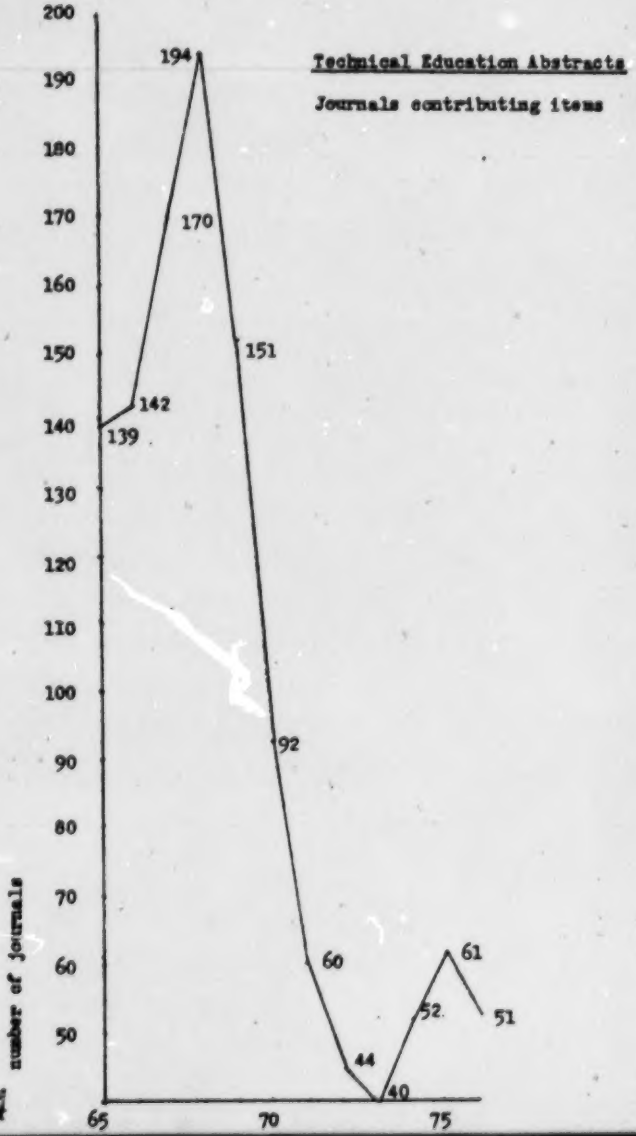
FIGURE 1

JOURNAL COVERAGE BY SELECTED ABSTRACTING AND INDEXING SERVICES, 1965 - 1975









There has been a dramatic increase in the numbers of journals regularly scanned from the inception of BEI to the present. Fifty-one journals were covered in the 1954-58 cumulation of the Index; by 1977 the total had grown to 177[1]. The rate of increase in coverage of journal titles has accelerated significantly since the service was taken over by the British Library Bibliographic Services Division[2] and a full-time editor appointed (see Figure 1). In 1970-71, which was the last year in which the service relied on the voluntary indexing of the Librarians of Institutes and Schools of Education, a total of 97 journals were covered. Since that time a further 80 titles have been added - an increase which can partly be attributed to a change in the emphasis on the 'British' element of the service's title. Shaw (1974) points out that "whereas initially 'British' has meant almost exclusively periodicals published in Britain, it was now possible to extend this to include several published abroad which contained articles of interest to British educationalists" (p.3). In addition to regularly scanning specific journals, the index includes appropriate entries from British Humanities Index, by arrangement with the Library Association. In 1974, 102 entries were gleaned from this source[1] but the advent of PRECIS has led to the suspension of the practice. This is partly because writing specific PRECIS strings without seeing the articles proved very difficult if not impossible and partly because, as the currency of BEI fell behind early in 1976, the articles in hand became the first priority[3].

Figure 1 shows journal coverage by the four services over the period 1965-1975. The figures given for BEI are the number of journals regularly scanned in each of the years covered; figures for the other three services are the number of journals contributing items over the same time span. It can be seen from the individual graphs that each of the four services shows very marked fluctuations in the total numbers of journals covered. But while BEI has more than doubled its journal coverage, the numbers of journals covered by the other three sources has declined after an initial period of sustained growth. This is least marked in the case of SEA, which reached an apogee of 188 journals in 1972 and has since

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1. Figures supplied by the British Library Bibliographic Services Division
2. Formerly the British National Bibliography
3. Information supplied by Jana Evans, Editor, British Education Index

dropped back to 135. RHEA on the other hand began by including references from 75 journals, grew to draw on 107 in 1970 and has since fallen back to 44, a little over half the original total. Similarly, TEA began with a total of 139 journals and grew within three years to cover 194, only to plummet to 40 in 1973, recovering slightly to reach 61 two years later.

How are such remarkable changes in journal coverage to be explained? The substantial fall in TEA's coverage largely coincides with the change in publisher from the National Foundation for Educational Research to Information for Education Ltd. In the case of SEA and RHEA, the pattern observed is broadly similar: marked early growth which then falls off (although the decline for RHEA is much more severe). A possible explanation is that the early enthusiasm of volunteer abstractors subsequently waned and abstracting became, for many, a chore that offered little reward.

Numbers of items listed Figure 2 shows comparative trends in the numbers of references listed in each of the four services from 1965 to 1976. As BEI is only an indexing service, it is not really surprising that it should include a much higher number of references than the three abstracting services. In 1976 it contained approximately ten times the number of citations in RHEA, six times the number of citations in TEA and five times the number in SEA. As Figure 2 also shows, 3,927 references appeared in the two-year period prior to the takeover of BEI by the British Library in 1971, while in the following two years (1972-1973), 6,114 references were listed[1]. In 1976, however, there was a significant drop in the number of citations while the number of journals covered actually increased during the year - a change which illustrates the greater degree of selectivity applied with regard to the inclusion of articles.

Figure 2 shows the same trend observed in Figure 1: an initial period of growth in the three abstracting services followed by a decline in coverage. One factor in the decline in the number of references

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1. Pre-1971 figures for BEI are based on counting the numbers of entries in the author index. This may result in a slight underestimate since some articles covered may have no discerible author. Figures for 1972-1976 were supplied by the British Library Bibliographic Services Division

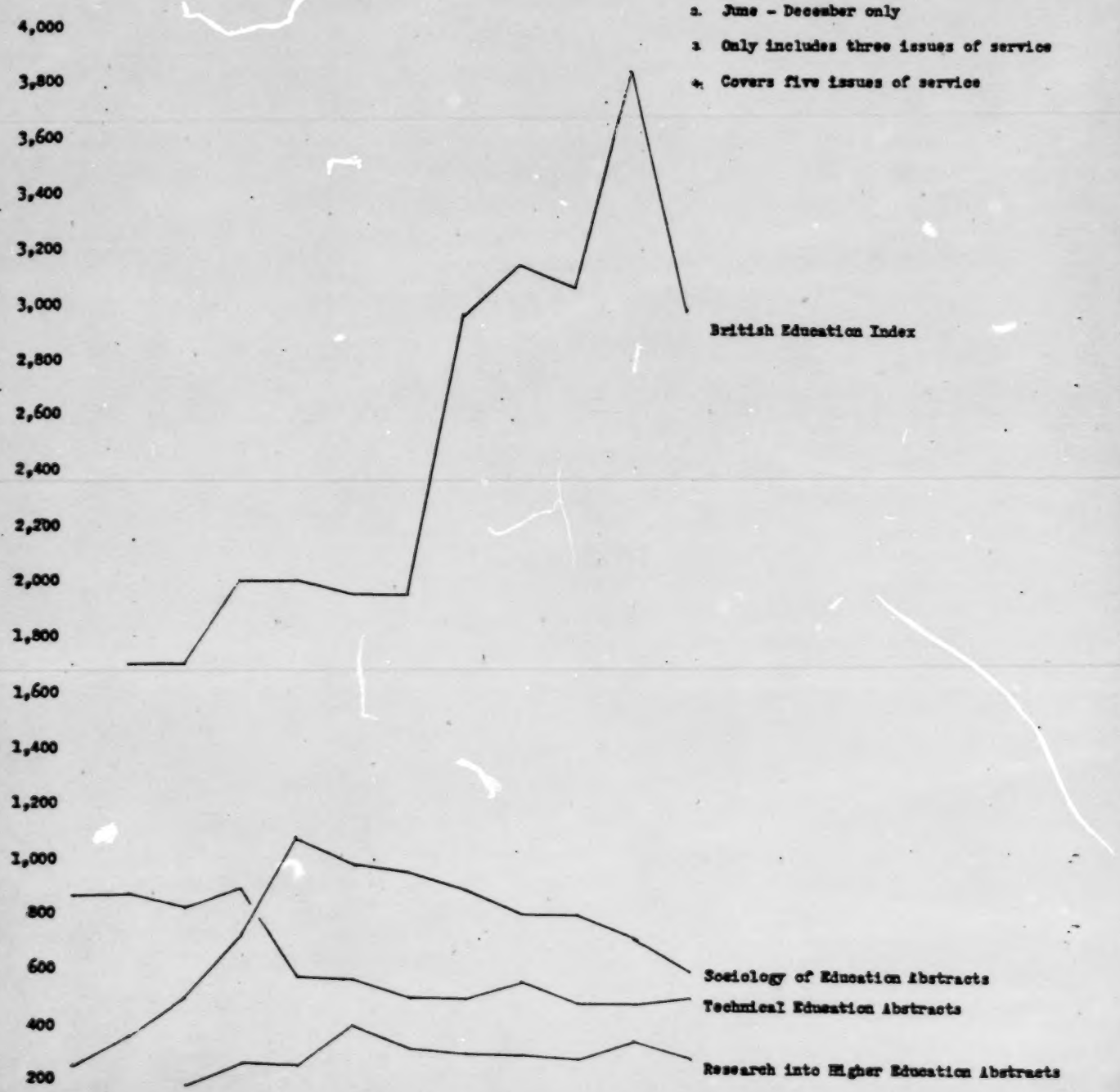
FIGURE 2

NUMBER OF ITEMS LISTED IN SELECTED ABSTRACTING AND INDEXING SERVICES 1965-1976

NUMBER OF REFERENCES 1965 - 1976

	BEI[1]	SEA	RHEA	TEA
1965		260	-	880
1966	3,415	374	-	886
1967		509	192[2,3]	839
1968	4,032	737	275	901
1969		1,093	265[3]	590
1970	3,927	997	409[4]	580
1971		964	327	515
1972	2,967	900	311	505
1973	3,147	814	302	567
1974	3,071	813	290	487
1975	3,846	726	357	490
1976	2,988	600	284[3]	507

1. Figures for British Education Index 1972 - 1976 supplied by the British Library Bibliographic Services Division
2. June - December only
3. Only includes three issues of service
4. Covers five issues of service



in TEA may have been the discontinuation of the practice of including only the basic bibliographical details for certain articles when there was insufficient space for abstracts as well. It is however clear that in the case both of TEA and RHEA, where the decline is most marked, the fall in the number of references is not as steep as the fall in the number of journals covered. There are two possible causes of this divergence in trends. Firstly, it might stem from the greater inclusion of non-journal literature. Table 1 shows that in the period from 1973 to 1975, the proportion of references to non-journal literature in TEA rose from 4.2% to 10.8%. Yet as Table 1 also shows, the proportion of such references in RHEA fell, from 27.2% to 17.9%. Secondly, it may be that the smaller numbers of journals cited by the two services are yielding a proportionately larger number of articles. Two explanations could be put forward for such a development. One is the appearance of new specialist journals in the fields covered. For example, Higher Education, which was the second most frequently cited journal in RHEA between 1973 and 1975 (see Table 4), only commenced publication in 1971. Alternatively, there may be a trend in journal publication towards the inclusion of more articles per volume, possibly at the expense of length. Derrick (1973) shows that Educational Research, for instance, contained 24 articles in 1968 but in the following years contained 40 and 37 articles respectively.

None of these explanations, however, can be applied with confidence to SEA, where the fall in journal coverage (from a peak of 188 in 1972 to 135 in 1975) is much less steep than the decline in the number of items listed (from a peak of 1,093 in 1969 to 600 in 1976). Presumably there has been a much more selective coverage of articles within journals.

Form of Material Assessments of information use based on citation analyses have provided some indication of the relative importance of books and monographs to authors in the field of education. Broadus (1971) in his review of analyses of citations in various social science fields, reports two citation studies in education (Broadus 1953, 1965) which showed that 30.9% and 32.9% of citations were to books. These figures are substantiated by DISISS citation analyses (not yet published) which revealed that 38% of citations in education journals and 57% of citations in education monographs were to monograph literature. Table 1

Table 1

COVERAGE OF TYPES OF MATERIAL BY SELECTED ABSTRACTING SERVICES, 1973-1975

Abstracting service	Year	No. of refs.	% Periodical articles	% Books etc.
Research into Higher Education Abstracts	1973	302	72.8	27.2
	1974	290	81.7	18.3
	1975	357	82.1	17.9
Sociology of Education Abstracts	1973	814	67.4	32.6
	1974	812	63.5	36.5
	1975	725	67.0	33.0
Technical Education Abstracts	1973	566	95.8	4.2
	1974	486	91.1	8.9
	1975	490	89.2	10.8

provides breakdowns, by the type of material covered, for each of the three abstracting services, for the period 1973 to 1975. It is not clear whether the variations shown between services reflect differences in publishing patterns in the different sub-fields covered or whether they simply reflect abstracting procedures. The rise in TEA's coverage of non-journal literature has already been referred to in the previous section as has the fall in the proportion of references to non-journal literature included in RHEA[1].

Table 2 shows coverage of conference proceedings by BEI from 1972 (when, following the appointment of a full-time editor, a decision to include conference papers was made) to 1977. In 1975, approximately 350 articles were gleaned from this source but the succeeding two years saw a virtual elimination of this type of material from BEI. However it is anticipated that conference papers will be reintroduced from 1978.

Table 2

COVERAGE OF CONFERENCE PROCEEDINGS BY BRITISH EDUCATION INDEX 1972-1977[2]

Year	No. of conferences	Approx. No. of articles
1972	25	80
1973	41	200
1974	31	120
1975	35	350
1976	2	20
1977	nil	-

Title coverage Detailed analyses were also made of the actual journals covered. It was possible to calculate which journals were referred to most frequently by the four services over a three year time span. Ranked lists for each service appear as Tables 3-6 of this report.

1. Both 'trends' need to be regarded with caution, given the small time scale for the figures presented in Table 1.
2. Figures supplied by the British Library Bibliographic Services Division

RANKED LIST OF PERIODICALS WITH REFERENCES APPEARING IN BRITISH EDUCATION INDEX 1973 - 1975

	Periodical	No. of references	Cum. No. of refs.	Cum. % coverage
1.	Times Educational Supplement	541	541	5.69
2.	Times Higher Education Supplement	515	1,056	11.10
3.	Coombe Lodge Reports	261	1,317	13.84
4.	Education	220	1,537	16.15
5.	Where	192	1,729	18.17
6.	Physics Education	149	1,878	19.74
7.	English Language Teaching Journal	146	2,024	21.27
8.	New Society	139	2,163	22.73
9.	British Journal of Physical Education	137	2,300	24.17
10.	School Science Review	136	2,436	25.60
11.	Programmed Learning and Educational Technology	125	2,561	26.92
12.	Scottish Educational Journal	120	2,681	28.18
13.	West African Journal of Education	111	2,792	29.34
14.	Education and Training	109	2,901	30.49
15.	International Review of Education	108	3,009	31.62
16.	Mathematics in School	100	3,109	32.67
17.	Trends in Education	99	3,208	33.72
18.	Journal of Biological Education	97	3,305	34.73
19.	Education in Chemistry	95	3,495	36.73
	Use of English	95		
21.	Educational Research	92	3,587	37.70
22.	Ideas	87	3,674	38.61
23.	London Educational Review	85	3,759	39.51
24.	Higher Education	83	3,842	40.38
25.	Community Home Schools Gazette	82	4,006	42.10
	Secondary Education	82		
27.	Human Development	81	4,330	45.51
	Mathematics Teaching	81		
	Modern Languages in Scotland	81		
	Visual Education	81		
31.	British Journal of Educational Psychology	80	4,410	46.35
32.	Adult Education	78	4,566	47.99
	Conference	78		
34.	English in Education	75	4,641	48.78
35.	Journal of Child Psychology and Psychiatry	74	4,715	49.55
36.	New Universities Quarterly	73	4,788	50.32
37.	Education for Teaching	72	5,004	52.59
	New Era	72		
	Special Education	72		
40.	Educational Broadcasting International	71	5,217	54.83
	Remedial Education	71		
	The Teacher	71		
43.	Audio-Visual Language Journal	70	5,497	57.77
	Educational Development International	70		
	Forum for the Discussion of New Trends in Education	70		
	Teaching History	70		
47.	Learning for Living	64	5,561	58.44
48.	Educational Review	63	5,624	59.10
49.	British Journal of Educational Technology	61	5,746	60.39
	Journal of Moral Education	61		

(N = 289 journals)

Table 4

RANKED LIST OF PERIODICALS WITH REFERENCES APPEARING IN RESEARCH INTO HIGHER EDUCATION ABSTRACTS 1973 - 1975

	Periodical	No. of references	Cum. No. of refs.	Cum. % coverage
1.	Journal of Higher Education	76	76	10.07
2.	Higher Education	75	151	20.00
3.	Research into Higher Education	65	216	28.61
4.	Journal of Medical Education	59	275	36.42
5.	New Universities Quarterly	50	325	43.05
6.	British Journal of Medical Education	39	364	48.21
7.	Alberta Journal of Educational Research	24	388	51.39
8.	Adult Education	22	410	54.30
9.	Journal of Dental Education	20	430	56.95
10.	Vocational Aspects of Education	18	448	59.34
11.	Australian Journal of Education	17	482	63.84
	British Journal of Guidance and Counselling	17		
13.	Improving College and University Teaching	16	498	65.96
14.	Journal of Educational Research	13	511	67.68
15.	Higher Education and Research in the Netherlands	11	544	72.05
	International Journal of Electrical Engineering Education	11		
	Journal of Experimental Education	11		
18.	American Educational Research Journal	10	574	76.03
	Harvard Educational Review	10		
	Higher Education Bulletin	10		
21.	British Journal of Educational Psychology	9	601	79.60
	Journal of Engineering Education	9		
	Sociology of Education	9		
24.	Higher Education Review	8	617	81.72
	Prospects	8		
26.	Studies in Adult Education	7	624	82.65
27.	California Journal of Educational Research	6	648	85.83
	Interchange	6		
	British Dental Journal	6		
	Minerva	6		
31.	Education in Chemistry	5	658	87.15
	Times Higher Education Supplement	5		

(N = 84 journals)

Table 5

RANKED LIST OF PERIODICALS WITH REFERENCES APPEARING IN SOCIOLOGY OF EDUCATION ABSTRACTS 1973 - 1975

	Periodical	No. of references	Cum. No. of refs.	Cum. % coverage
1.	New Society	93	93	5.73
2.	Sociology of Education	82	175	10.79
3.	Comparative Education Review	53	228	14.06
4.	Journal of Negro Education	51	279	17.20
5.	Urban Education	33	312	19.24
6.	Higher Education	27	339	20.90
7.	Minerva	26	365	22.50
8.	Child Development	24	389	23.98
9.	Research in Higher Education	22	411	25.34
10.	Journal of Educational Administration	21	453	27.93
	Journal of Genetic Psychology	21		
12.	American Educational Research Journal	20	533	32.86
	Australian Journal of Education	20		
	Educational Research	20		
	Interchange	20		
16.	Alberta Journal of Educational Research	19	571	35.20
	Journal of Marriage and the Family	19		
18.	Sociometry	18	589	36.31
19.	American Journal of Mental Deficiency	17	606	37.36
20.	Adult Education	16	654	40.32
	Journal of Educational Research	16		
	Socio-economic Planning Sciences	16		
23.	Durham Research Review	15	699	43.09
	Sociological Quarterly	15		
	Vocational Aspects of Education	15		
26.	British Journal of Guidance and Counselling	14	741	45.68
	Harvard Educational Review	14		
	Journal of Social Psychology	14		
29.	American Sociological Review	13	806	49.61
	Delta	13		
	Educational Record	13		
	Educational Review	13		
	Phi Delta Kappan	13		
34.	American Journal of Sociology	12	890	54.87
	Educational Researcher	12		
	Exceptional Children	12		
	Mental Retardation	12		
	SAAD	12		
	Scottish Educational Studies	12		
	Western European Education	12		
41.	American Journal of Orthopsychiatry	11	934	57.58
	British Journal of Educational Psychology	11		
	Research in Education	11		
	Social Problems	11		
45.	Australian University	10	994	61.28
	Dansk Paedagogisk Tidsskrift	10		
	International Journal of Comparative Sociology	10		
	New Zealand Journal of Educational Studies	10		
	Personnel and Guidance Journal	10		
	Teachers College Record	10		

(N = 238 journals)

Table 6

RANKED LIST OF PERIODICALS WITH REFERENCES APPEARING IN TECHNICAL EDUCATION ABSTRACTS 1973 - 1975

	Periodical	No. of references	Cum. No. of refs.	Cum. % coverage
1.	Industrial Training International	202	202	15.02
2.	Industrial and Commercial Training	124	326	24.24
3.	Training Officer	115	441	32.78
4.	Education and Training	85	526	39.11
5.	Programmed Learning and Educational Technology	70	596	44.31
6.	Adult Education	48	644	47.88
7.	Personnel Management	47	691	51.37
8.	Industrial Society	39	730	54.27
9.	Technical Journal	38	768	57.10
10.	BACIE Journal	37	805	59.85
11.	Journal of European Training	36	877	65.20
	Visual Education	36		
13.	Vocational Aspect of Education	35	912	67.80
14.	British Journal of Educational Technology	30	942	70.03
15.	Coombe Lodge Reports	27	969	72.04
16.	Computer Weekly	23	1,015	75.46
	Supervisory Management	23		
18.	Education in Chemistry	18	1,033	76.80
19.	Educational Research	14	1,061	78.88
	Works Management	14		
21.	Chemistry and Industry	13	1,087	80.82
	Education	13		
23.	International Labour Review	12	1,111	82.60
	Training	12		
25.	Further Education	11	1,133	84.24
	Management Education and Development	11		

(N = 80 journals)

Rankings of this kind are one obvious method of identifying 'core' journals in a particular field[1]. As one might expect in the case of RHEA, for example, journals such as the Journal of Higher Education, Higher Education, Research into Higher Education and New Universities Quarterly appear at the head of the ranking. The impression given may nevertheless be very misleading, since the rankings take no account of such factors as frequency of appearance or the average number of articles published in the journals. To use RHEA again as a basis for illustration, Higher Education is a quarterly journal while the Journal of Higher Education appears six times a year.

A further difficulty is that journals publishing large numbers of less substantial articles will also feature prominently in rankings of this kind. Indeed, there may well be a significant relationship between 'substantiality' of articles published and frequency of publication of the journals. Wood and Ferguson (1974), working on a sample of journals drawn from CLOSSS (Check List of Social Science Serials), discovered that social science periodicals published twelve times per year had an average of 8.6 articles in each issue whilst those published four times per year had only 7.2 articles per issue. They also discovered that the length of articles was related to journal frequency. Whereas journals published four times per year had articles of an average length of 11.9 pages, those published twelve times per year were only 3.6 pages long.

This particular problem is even more marked in relation to newspaper and magazine material, where relevant material of less than a page in length may appear weekly. Indeed, as Table 3 shows, four out of the first five periodicals in the rankings are educational newspapers or magazines. Some form of correction for frequency is especially important here, since publications of this kind have few or none of the characteristics of scholarly journals, e.g. an editorial board of subject specialists, refereeing of submitted material by other specialists in the field, and adequate references to sources used or other relevant work.

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1. It should be noted, however, that there are other methods of identifying 'core' journals, and that the results from this particular one should be treated with caution - as the high ranking of the Journal of Negro Education in SEA illustrates.

Rankings which have been corrected for frequency appear in Tables 7-10. As Table 7 shows, the ranked list for BEI changes considerably as a result. Only two journals in the revised list have frequencies of over four times per year compared with 19 such periodicals in the original list. Revised rankings of this kind can nevertheless still be misleading, as Table 7 again shows: journals such as Education in the North (appearing once a year) tend to move to the head of the ranking.
A more sophisticated analysis, taking account of the average number of articles appearing annually in journals, would therefore be required to achieve a high level of accuracy in identifying 'core' journals in this way. A more satisfactory method of ascertaining 'core' journals may be that used by James (1978), involving analysis of citations in selected journals. This does mean that one has to decide which journals to use as the basis for the study and that one's results are to a great extent determined by the journals one chooses. For example, the journals selected by James were the British Journal of Educational Psychology, British Journal of Educational Studies, Durham Research Review, Educational Research, Educational Review and the Journal of Curriculum Studies. Evidently the list of 'core' journals derived from studying citations in James' sample will be more orientated towards British material than would be the case if some American journals had been selected for analysis. Furthermore the inclusion of the British Journal of Educational Psychology is very likely to give an undue balance towards the psychological component of education in the analysis. The results would presumably have been rather different if journals such as Sociology of Education or Educational Philosophy and Theory had been selected for study. James' method may provide more reliable results if used to examine specific areas of education (e.g. educational psychology, sociology of education, higher education).

As far as the three abstracting services are concerned, comparisons between the two ranked lists do not reveal such clear differences as those observed for BEI. The ranked list for SEA, which takes account of journal frequency, includes eighteen of the top twenty-five titles in the original list. The only notable omission is the most heavily cited periodical, the weekly magazine, New Society. Similarly, out of the top twenty journals appearing in each of the lists for RHEA, seventeen titles are duplicated. It seems evident from these figures that these abstracting services tend to concentrate on periodicals which tend to be produced

Table 7

RANKED LIST OF PERIODICALS BASED ON NUMBERS OF REFERENCES APPEARING IN BRITISH EDUCATION INDEX 1973 - 1975 (ADJUSTED TO TAKE ACCOUNT OF JOURNAL FREQUENCY)

	Journal	References	Freq./p.a.	Ref./freq.
1.	Education in the North	42	1	42.00
2.	West African Journal of Education	111	3	37.00
3.	English Language Teaching Journal	146	4	36.50
4.	Teaching History	70	2	35.00
5.	School Science Review	136	4	34.00
6.	Use of English	95	3	31.67
7.	Educational Research	92	3	30.67
8.	Paedagogica Europaea	60	2	30.00
9.	Ideas	87	3	29.00
10.	London Educational Review	85	3	28.33
11.	Secondary Education	82	3	27.33
12.	Modern Languages in Scotland	81	3	27.00
	International Review of Education	108	4	27.00
14.	British Journal of Educational Psychology	80	3	26.67
15.	Studies in Design Education and Craft	53	2	26.50
16.	Conference	78	3	26.00
17.	Educational Studies in Mathematics	51	2	25.50
18.	Didaskalos	25	1	25.00
	English in Education	75	3	25.00
20.	Trends in Education	99	4	24.75
21.	Education for Teaching	72	3	24.00
	General Education	48	2	24.00
23.	Audio-Visual Language Journal	70	3	23.33
	Forum for the Discussion of New Trends in Education	70	3	23.33
25.	British Journal of Guidance and Counselling	46	2	23.00
26.	British Journal of Physical Education	137	6	22.83
27.	Journal of Child Language	43	2	21.50
28.	Physics Education	149	7	21.29
29.	Education 3-13	42	2	21.00
	Educational Review	63	3	21.00
31.	Programmed Learning and Educational Technology	125	6	20.83
32.	Higher Education	83	4	20.75
33.	Paedagogica Historica	41	2	20.50
34.	British Journal of Educational Technology	61	3	20.33
	Journal of Moral Education	61	3	20.33
36.	Human Development	81	4	20.25
	Mathematics Teaching	81	4	20.25
38.	Journal of Applied Educational Studies	40	2	20.00
	Journal of Curriculum Studies	40	2	20.00
40.	Journal of Child Psychology and Psychiatry	74	4	18.50
	Journal of Educational Administration and History	37	2	18.50
42.	Cambridge Journal of Education	55	3	18.33
	Comparative Education	55	3	18.33
	Vocational Aspects of Education	55	3	18.33
45.	New Universities Quarterly	73	4	18.25
46.	Durham Research Review	36	2	18.00
	History of Education Society Bulletin	36	2	18.00
	Research in Education	36	2	18.00
	Special Education	72	4	18.00
50.	Educational Broadcasting International	71	4	17.75
	Remedial Education	71	4	17.75

(N = 289 journals)

Table 8

RANKED LIST OF PERIODICALS BASED ON NUMBERS OF REFERENCES APPEARING IN RESEARCH INTO HIGHER EDUCATION ABSTRACTS 1973 - 1975 (ADJUSTED TO TAKE ACCOUNT OF JOURNAL FREQUENCY)

	Journal	References	Freq./p.a.	Ref./Freq.
1.	Higher Education	75	4	18.75
2.	Research into Higher Education	65	4	16.25
3.	Journal of Higher Education	76	6	12.67
4.	New Universities Quarterly	50	4	12.50
5.	British Journal of Medical Education	39	4	9.75
6.	British Journal of Guidance and Counselling	17	2	8.50
7.	Alberta Journal of Educational Research	24	4	6.00
	Vocational Aspect of Education	18	3	6.00
9.	Australian Journal of Education	17	3	5.67
10.	Journal of Medical Education	59	12	4.92
11.	Improving College and University Teaching	16	4	4.00
12.	Adult Education	22	6	3.67
13.	Studies in Adult Education	7	2	3.50
14.	Higher Education Bulletin	10	3	3.34
15.	British Dental Journal	6	2	3.00
	British Journal of Educational Psychology	9	3	3.00
17.	Higher Education and Research in the Netherlands	11	4	2.75
	International Journal of Electrical Engineering Education	11	4	2.75
	Journal of Experimental Education	11	4	2.75
20.	Higher Education Review	8	3	2.67

(N = 84 journals)

Table 9

RANKED LIST OF PERIODICALS BASED ON NUMBERS OF REFERENCES APPEARING IN SOCIOLOGY OF EDUCATION ABSTRACTS 1973-75 (ADJUSTED TO TAKE ACCOUNT OF JOURNAL FREQUENCY)

	Journal	References	Freq./p.a.	Ref./Freq.
1.	Sociology of Education	82	4	20.50
2.	Comparative Education Review	53	3	17.67
3.	Journal of Negro Education	51	4	12.75
4.	Journal of Educational Administration	21	2	10.50
5.	Urban Education	33	4	8.25
6.	Durham Research Review	15	2	7.50
7.	British Journal of Guidance and Counselling	14	2	7.00
8.	Higher Education	27	4	6.75
9.	Australian Journal of Education	20	3	6.67
	Educational Research	20	3	6.67
11.	Delta	13	2	6.50
	Minerva	26	4	6.50
13.	Child Development	24	4	6.00
	Scottish Educational Studies	12	2	6.00
15.	Research in Education	11	2	5.50
	Research in Higher Education	22	4	5.50
17.	Journal of Genetic Psychology	21	4	5.25
18.	American Educational Research Journal	20	4	5.00
	International Review of Sport Sociology	5	1	5.00
	National Institute for Educational Research Research Bulletin	5	1	5.00
	New Zealand Journal of Educational Studies	10	2	5.00
	Vocational Aspect of Education	15	3	5.00
23.	Alberta Journal of Educational Research	19	4	4.75
	Journal of Marriage and the Family	19	4	4.75
25.	Sociometry	18	4	4.50

(N = 238 journals)

Table 10

RANKED LIST OF PERIODICALS BASED ON NUMBERS OF REFERENCES APPEARING IN TECHNICAL EDUCATION ABSTRACTS 1973 - 1975 (ADJUSTED TO TAKE ACCOUNT OF JOURNAL FREQUENCY)

	Journal	References	Freq./p.a.	Ref./Freq.
1.	Industrial Training International	202	12	16.80
2.	Journal of European Industrial Training	36	3	12.00
3.	Programmed Learning and Educational Technology	70	6	11.67
	Vocational Aspect of Education	35	3	11.67
5.	Industrial and Commercial Training	124	12	10.33
6.	British Journal of Educational Technology	30	3	10.00
7.	Training Officer	115	12	9.58
8.	Adult Education	48	6	8.00
9.	Education and Training	85	12	7.08
10.	Industrial Society	39	6	6.50
11.	Supervisory Management	23	4	5.75
12.	Educational Research	14	3	4.67
13.	Technical Journal	38	9	4.22
14.	British Journal of Guidance and Counselling	8	2	4.00
	Bulletin of Educational Research	8	2	4.00
	Studies in Science Education	4	1	4.00
17.	Personnel Management	47	12	3.92
18.	Management Education and Development	11	3	3.67
19.	BACIE Journal	37	12	3.08
20.	Education in Chemistry	18	6	3.00
	Visual Education	36	12	3.00

(N = 80 journals)

less frequently, and are therefore likely to have the longer, and, presumably, more substantial articles. In short they tend to favour the more 'academic' journals.

It was suggested earlier that there appeared to be a trend towards a greater concentration on 'core' journals by RHEA and TEA at the expense of fringe journals. There is some evidence that these services do in fact depend heavily on a small number of journals. Table 4 shows, for instance, that in the years 1973-1975, the five most heavily cited journals in RHEA contributed 43% of the references. Between them, the Journal of Higher Education and Higher Education alone make up 20% of the total coverage[1]. There is a similar concentration in relation to TEA (Table 6). The most heavily cited journal, Industrial Training International, provides over 15% of the references, whilst the top five journals contribute 44% of references. This is in sharp contrast to BEI, where the most heavily cited periodical, the Times Educational Supplement, contributes under 6% of the total references, and the top five journals between them only make up around 18% of the references; and to SEA, where the top five journals supply only around 19% of references. Needless to say, these figures reflect, at least in part, the total numbers of journals covered by each service. Figure 3 shows diagrammatically the declining contribution of journals to the selected secondary services, demonstrating again the extent to which a comparatively small number of journals provide a high proportion of the references in every service.

Country of publication An analysis was carried out on the proportions of references to journals published in different countries (see Figure 4). RHEA and SEA are shown to be far more international in their coverage than either BEI or TEA. Almost one-tenth of references in BEI however were to journals published abroad - a reflection of the decision taken following the assumption by the British Library of responsibility for BEI, to include material published outside Britain. The importance of Elsevier, the Dutch publisher, in educational journal publishing (with journals such as the European Journal of Engineering Education, Higher Education and Instructional Science) is reflected in the small but significant

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1. In other words, there would be a one in five chance that a reference retrieved in any given search of RHEA would be to an article from one of those two journals. Similarly, one out of every ten references retrieved in a search of BEI would, on average, be to an item in the Times Educational Supplement or the Times Higher Education Supplement.

FIGURE 3

DIAGRAMMATIC REPRESENTATION OF THE DECLINING CONTRIBUTION OF JOURNALS TO SELECTED ABSTRACTING/INDEXING SERVICES

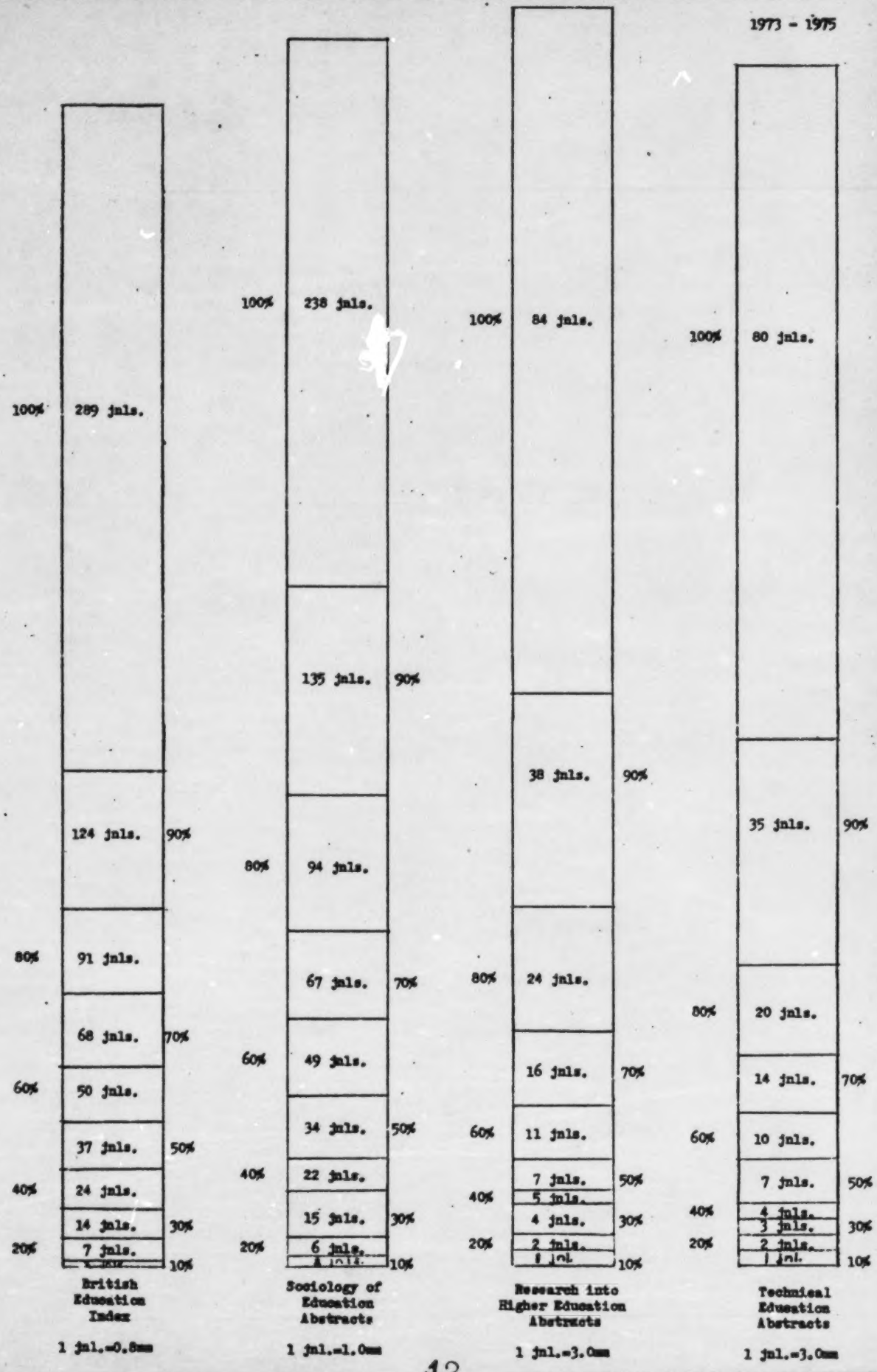
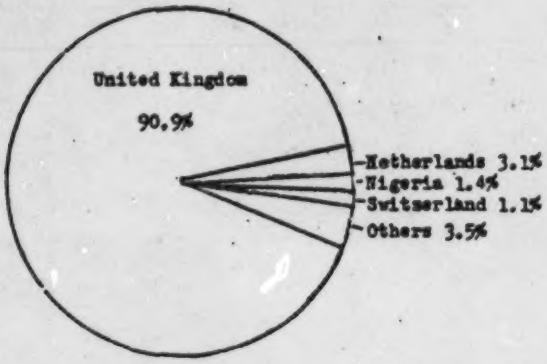


FIGURE 4

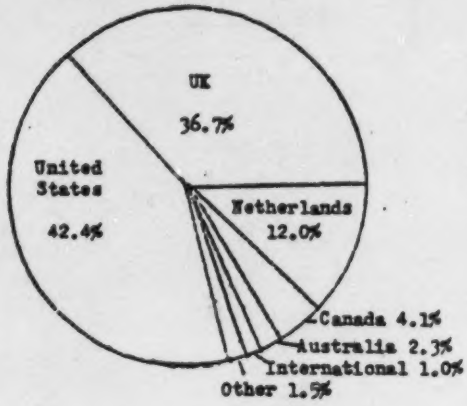
GEOGRAPHICAL DISTRIBUTION OF REFERENCES TO JOURNAL ARTICLES IN SELECTED ABSTRACTING AND INDEXING SERVICES 1973 - 1975

British Education Index



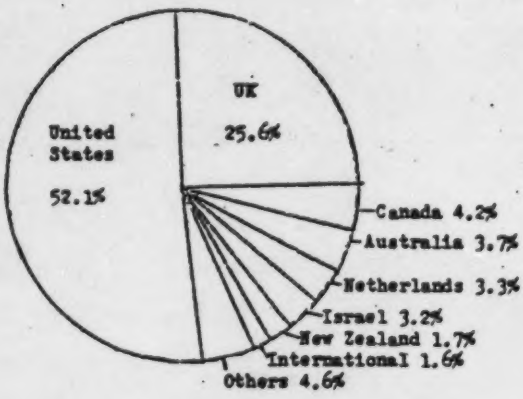
(N = 9,515 references from 289 journals)

Research into Higher Education Abstracts



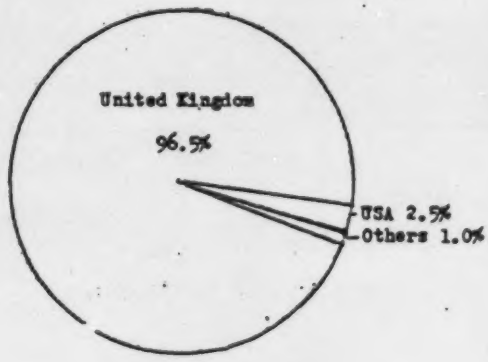
(N = 755 references from 84 journals)

Sociology of Education Abstracts



(N = 1,599 references from 238 journals)

Technical Education Abstracts



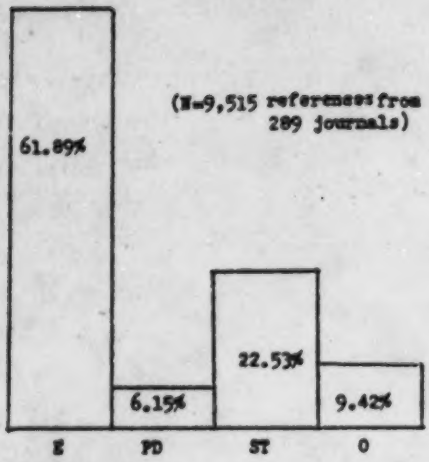
(N = 1,345 references from 80 journals)

proportion of references to journals published in the Netherlands. What is perhaps most surprising is that the proportion of references from American journals in both RHEA and SEA exceeded the proportion from British journals. In the case of SEA, over half of the total references were to American journals with only just over a quarter to British journals. The proportion of references to journals published in countries other than the United States or the United Kingdom was about 23% for RHEA and about 22% for SEA. References to journals published in Canada and Australia feature significantly in both services. There was relatively little foreign language material in either service (other than a strong coverage of Israeli journals in SEA), nor were there many citations to journals published in developing countries. This would appear to be in line with evidence of information use based on citation analyses. Broadhus (1971) indicates in his review of citation analyses in the social sciences that in two citation analyses in education (Broadhus 1953, 1965), 99.2% and 99.3% of citations, respectively, were to English language material. In other words, research materials in foreign languages are only used very rarely. The preponderance of US and UK educational serials has been observed in a DISISS study. Of the 341 current educational periodicals on the CLOSSS file, 286 were from the United States or the United Kingdom (Bath University Library 1975, Table 43). The authors also point out: "Most citation studies indicate that, in spite of its large size, the literature published outside Western Europe and North America is not regarded as very important; language and cultural barriers, and the attractions for African, Asian and Latin American researchers of publishing in Western journals, have an effect" (p.49).

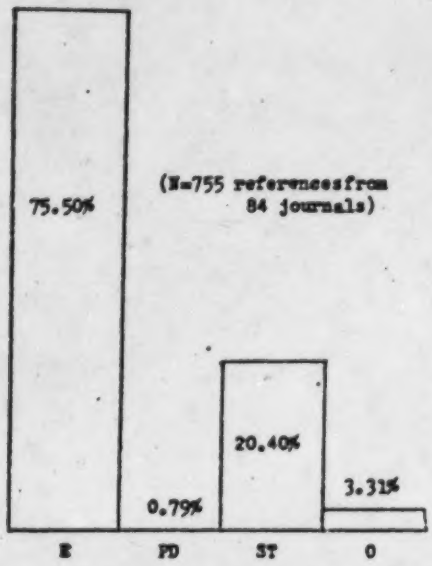
Types of journals Figure 5 provides comparative data on the types of journals cited in the four secondary services. Journals were categorised into four kinds, (i) journals exclusively within the field of education or training (e.g. Vocational Aspect of Education, American Educational Research Journal), (ii) journals covering a 'parent discipline' of education such as psychology or economics (e.g. British Journal of Sociology, British Journal of Social and Clinical Psychology), (iii) subject teaching journals (e.g. Physics Education, Mathematics in School) and (iv) other journals. As one would expect, SEA has the highest proportion (34%) of citations to articles from 'parent discipline'

FIGURE 5

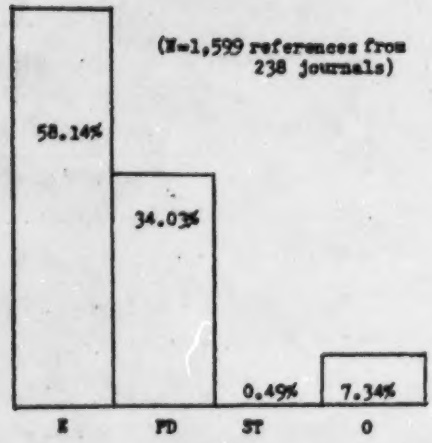
TYPES OF JOURNALS REFERRED TO BY SELECTED ABSTRACTING AND INDEXING SERVICES 1973 - 1975



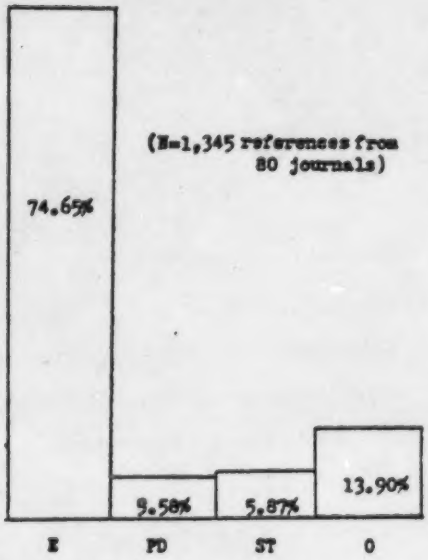
British Education Index



Research into Higher Education Abstracts



Sociology of Education Abstracts



Technical Education Abstracts

Key

E Journals exclusively within the field of education or training

PD Journals covering the parent disciplines of education (i.e. economics, psychology, sociology, politics and general social science)

ST Subject teaching journals

O Other journals

journals. In RHEA, on the other hand, less than 1% of citations were to such journals. But whereas subject teaching journals feature prominently in the citations in RHEA (20% of the total), references to them in SEA - again as one would expect - are almost non-existent (less than 0.5% of the total). Similarly, it causes no surprise that TEA draws fairly heavily on management journals which, for the purposes of this study, are included in the 'other journals' category. One-tenth of the citations in BEI are to 'other journals', but three-quarters of these in the period analysed were to journals regularly indexed by the service. At the same time, it should be pointed out that these references were to only 26 (23%) of the 115 journals included in the category: the remainder therefore are presumably entries acquired via the British Humanities Index agreement. They include references to journals such as The Listener and the Honourable Society of Cymmrodorian Transactions. However, given the eclectic nature of education as a subject field and the consequent scattering of relevant material throughout the literature of the social sciences and beyond, the heavy reliance of BEI, RHEA and TEA on journals exclusively concerned with education and training may well significantly limit their usefulness to groups such as researchers.

Overlap in coverage Overlap in coverage can be examined in terms either of overlap in the coverage of titles of journals or in the coverage of articles within journals. Two studies have been conducted in the field of education on the degree of overlap in the coverage of journal titles by secondary services. Schorr (1976) looked at overlap between Current Index to Journals in Education (CIJE) and Education Index (EI) and Perk (1977) examined overlap between CIJE, EI and Psychological Abstracts. Overlap in the coverage of journal titles by secondary services does not necessarily result in overlap in the coverage of articles. As services tend to cover journals selectively, the number of articles actually referred to may represent only a small proportion of the total number of articles appearing in the journal. A study by Herner et al. (1968) found that, although 87% of the journals most frequently read by educational researchers were covered by secondary sources, only 34% of a sample of articles contained within these journals were treated by any of the services. Nelson (1974) has since commented that the publication of CIJE will have improved this position.

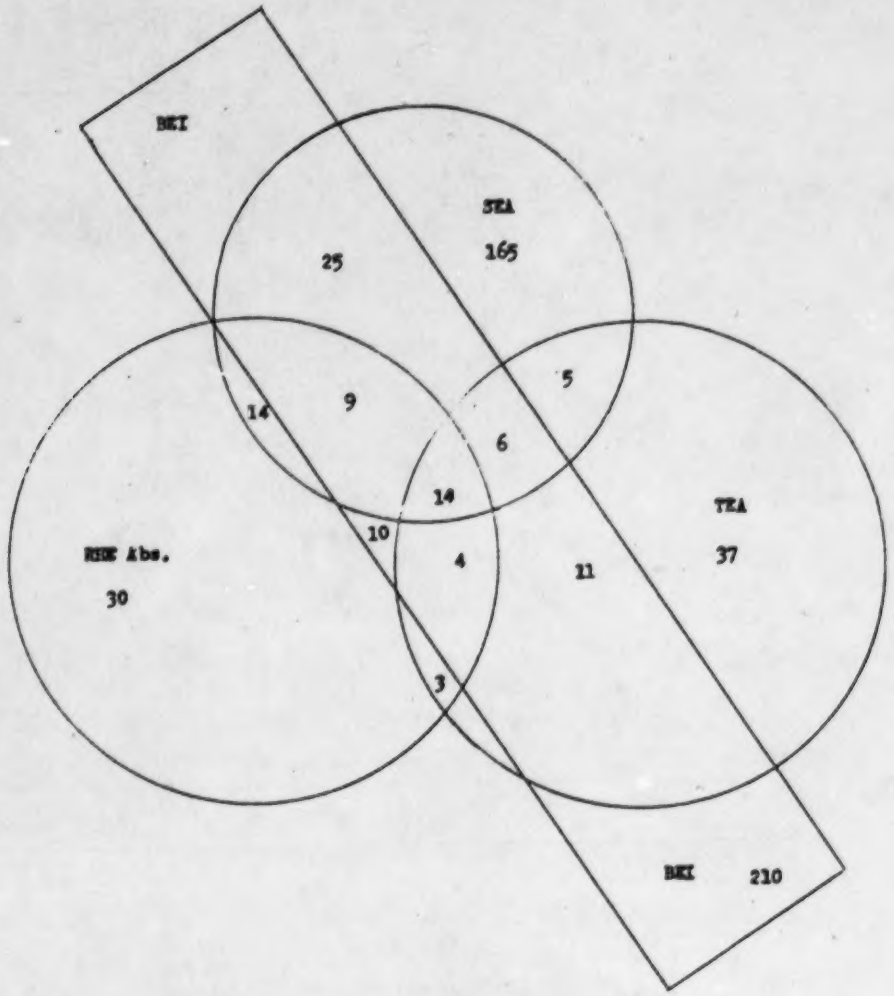
In the present study, an examination was made both of the extent of overlap in coverage of journal titles by the four secondary services and of the degree to which they abstracted or indexed the same articles. For this purpose, the analysis was based on a small selection of British education journals which had been identified as being covered by three or more of the services in 1975. In the period 1973-1975, fourteen journals were found to have been cited at least once by each of the services. These are listed in Appendix 2. Figure 6 shows the level of overlap in coverage of journal titles by the four services. It is interesting to note that 210 journals are uniquely referred to by BEI. Although this represents 73% of the total number of journals identified, these periodicals were not particularly productive in terms of references, providing only 31% of the total. This contrasts markedly with SEA, in which 165 titles are uniquely referred to, representing 69% of the total journals and 72% of references. The figures for RHEA are 30 journals (36% of the total) uniquely referred to, contributing 21% of references whilst for TEA the figures are 37 journals (46% of the total) uniquely referred to, representing 43% of references.

Table 11 provides details of overlap in coverage of articles in selected journals. Two of the journals, Adult Education and Trends in Education, were referred to by all four services in 1975, but none of the 75 articles appearing in that year were covered by all four services and only three articles were covered by three services. Indeed, apart from the journal Higher Education, only a sprinkling of articles were listed by three services at all. Many articles were covered by only one service and, interestingly, a small number (mainly short pieces) were not covered in any service.

If these latter results serve to draw attention to the fact that an analysis of this kind is in a sense artificial (in that the sole criterion is overlap of journals which may individually not be regarded as central by the compilers of the sources concerned) they are nevertheless highly significant in pointing to the dangers of analysing overlap merely in terms of journal titles. The apparent overlap observed in journal titles seems much less real in the light of the analysis of overlap of articles covered. Since different sources covered different articles from the same journals, it must be presumed that the criterion for selection

FIGURE 6

DIAGRAMMATIC REPRESENTATION OF JOURNAL TITLE COVERAGE AND OVERLAP BY SECONDARY SERVICES 1973 - 1975



BEI	British Education Index
RHEA	Research into Higher Education Abstracts
SEA	Sociology of Education Abstracts
TEA	Technical Education Abstracts

Table 11

OVERLAP IN COVERAGE OF ARTICLES IN BRITISH EDUCATION JOURNALS BY SELECTED SECONDARY SERVICES, 1975

Journal	No. of articles in 1975	No. of services incl. items in 1975	Number of articles indexed/abstracted 0	1	2	3	4
			services				
Adult Education	42[1]	4	12	16	11	3	0
British Journal of Educational Psychology	39[2]	3	1	30	8	0	-
Education in Chemistry	56[1]	3	16	21	19	0	-
Educational Research	28	3	0	25	2	1	-
Educational Review	19	3	0	13	6	0	-
Higher Education	32	3	0	1	20	11	-
Higher Education Review	22[1]	3	6	11	5	0	-
Programmed Learning and Educational Technology	43[3]	3	1	31	9	2	-
Research in Education	10	3	0	7	2	1	-
Trends in Education	33	4	0	30	3	0	0
Vocational Aspect of Education	16	3	0	5	11	0	-

1. Journal articles total includes short notes on developments
2. Journal articles total includes one review article
3. Journal articles total includes one conference report

in each case was the needs of the audience for whom the source was intended. It follows that the needs of a user of one particular source are unlikely to be met by another source, even though the latter ostensibly covers journals relevant to his or her interests[1].

Timelag

It will be recalled that in an attempt to gather general data on the length of time that it takes for a primary document to appear in an abstracting service, an analysis was carried out based on calculations of the age of publications cited by the secondary services. It would be unwise to read too much into these figures because publication dates appearing on documents cannot necessarily be relied upon[2]. However, they do offer some indication of trends. For example, it can be seen from Table 12 that the proportion of items over two years old has been increasing for all three abstracting services[3]. In the 1975 volume of RHEA, for instance, 6.4% of references were to documents over two years old compared with only 2.3% in the 1973 volume. It is also apparent from Table 12 that the proportion of items under one year old has been falling in all three services, and there has been an increase in the number of items aged between one and two years.

In order to obtain a more accurate picture of the extent of timelag, a small sample was selected of the 1975 issues of British educational

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1. Journal article overlap might be rather greater if relevant services published overseas are taken into account. It seems likely, for example, that one would find a high degree of overlap in articles coverage between SEA and Sociological Abstracts (SA) as the material contained in SEA could be viewed as a sub-set of that covered by SA. In order to investigate the extent to which services published abroad affect the general picture of coverage and overlap, it is anticipated that the analyses covered in this report will later be extended to include CIJE.

2. For a striking illustration of the unreliability of formal publication dates, see the Sociology of Education Abstracts section of Appendix 3, column 1, which shows that documents published in 1974 were cited in the 1973 volume of SEA.

3. More detailed analyses appear as Appendices 3-5.

Table 12

AGE OF REFERENCES IN SELECTED ABSTRACTING SERVICES 1973 - 1975

Abstracting Service	Year	No. of refs.	Age of references in years (%) <1	1-2	2-3	>3	undated
Research into Higher Education Abstracts	1973	302	50.7	46.3	1.6	0.7	0.7
	1974	290	43.1	53.4	2.1	-	1.4
	1975	357	39.2	54.1	5.3	1.1	0.3
Sociology of Education Abstracts	1973	814	63.0	25.6	0.6	0.6	0.7
	1974	812	55.7	36.6	0.7	0.7	-
	1975	725	38.6	50.0	1.2	1.2	0.4
Technical Education Abstracts	1973	566	46.1	52.8	0.2	0.2	0.7
	1974	486	46.9	52.9	0.2	-	-
	1975	490	41.9	56.7	1.0	0.4	-

N.B. The age of references here is based on formal publication (i.e. 'cover') dates both of the original item and of the services in which they were included.

journals covered by more than one service[1]. Calculations were then made of the length of time that it took for references to articles in these journals to appear in the secondary services being analysed (which included the Hertis Information Review: Further and Higher Education and the Higher Education Current Awareness Bulletin for the purposes of comparison). Accuracy was enhanced by using the dates of acquisition in certain libraries (rather than nominal publication dates) of both the primary journals and the secondary services. The results of this analysis appear in Table 13. On average, it took under four weeks for the articles to be mentioned in the two most widely-available current awareness services, Hertis Information Review: Further and Higher Education and Higher Education Current Awareness Bulletin. BEI followed with an average timelag of 20 weeks and a range of between 11 and 34 weeks. Abstracting services, not surprisingly, took longer[2] and the average timelag for both RHEA and TEA was 29 weeks. SEA was much slower than the other two services with an average timelag of 45 weeks. The longest timelag for the latter was 95 weeks (i.e. almost two years).

There is some evidence to suggest that timelag is detrimentally affected by the slowness (or paucity) of voluntary abstractors. For instance, in RHEA, it is not uncommon for abstracts for more than one issue of a journal to appear in a single issue of the abstracting journal, suggesting that abstractors have tended to delay writing abstracts until they have several issues of the journal.

Abstracting and Indexing

It had been hoped that some assessment could be carried out of the way in which different abstracting services handled the abstracting of similar articles. However, as the overlap in the coverage of articles in journals by services is very limited, it proved impossible to find a

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1. The journals selected were: Adult Education, British Journal of Educational Psychology, Education in Chemistry, Educational Research, Educational Review, Higher Education, Higher Education Review, Programmed Learning and Educational Technology, Research in Education, Trends in Education, Vocational Aspect of Education.

2. The reason for this is not simply the time involved in preparing abstracts. Timelag is inevitably longer for foreign material, which comprises a substantial proportion of the references in RHEA and SEA.

Table 13

ANALYSIS OF LENGTH OF TIMELAG BETWEEN APPEARANCE OF SELECTED BRITISH JOURNALS AND THEIR COVERAGE IN SELECTED SECONDARY SERVICES

Service	Shortest timelag (wks.)	Longest timelag (wks.)	Mean (wks.)	Median (wks.)
Abstracts				
Research into Higher Education Abstracts[1]	12	56	29	27
Sociology of Education Abstracts[2]	14	95	45	41
Technical Education Abstracts[3]	18	42	29	30
Indexes				
British Education Index[4]	11	34	20	21
Current Awareness Services				
Hertis Information Review[5]	< 4	19	-	< 4
Higher Education Current Awareness Bulletin[6]	< 4	21	-	< 4

1. Based on references to articles in 19 issues of 9 different journals. Figures include references to one issue of a journal which was abstracted in two separate issues of the service.
2. Based on references to articles in 18 issues of 9 different journals. Figures include references to two issues of journals which were abstracted in two separate issues of the service.
3. Based on references to articles in 27 issues of 9 different journals.
4. Based on references to articles in 51 issues of 14 different journals.
5. Based on references to articles in 36 issues of 13 different journals.
6. Based on references to articles in 37 issues of 13 different journals.

large enough sample of appropriate entries in the time available. The problem was accentuated by the tendency of some services to depend heavily on the use of journal abstracts (i.e. abstracts which accompany the articles within the journals). Abstracts in both RHEA and SEA of articles appearing in Higher Education in 1975, for example, were all journal abstracts[1]. It should be noted that some "abstracts" appearing in RHEA are not really abstracts at all - they are simply the listing of the contents of a particular issue of a journal, sometimes with even the names of authors omitted. It was also found that there were references to documents in every service, which were inconsistent, inaccurate or incomplete. In Table 13, for example, showing timelag, it can be seen that a small but significant percentage of citations included no date, while in TEA for 1971, the BACIE Journal is referred to in no less than four different ways[2].

An examination was made of the ways in which the services indexed the same articles. The sample on which the services were assessed was of necessity small: articles contained in the 1975 issues of four journals (Adult Education, Higher Education, Programmed Learning and Educational Technology and Vocational Aspect of Education) formed the basis for the investigation. The observations below should therefore be regarded as no more than indicative, bearing in mind in particular the high degree of subjectivity involved in assessing the adequacy of indexes designed to cater for different user groups.

BEI changed to the PRECIS method of indexing in 1976, so that it was the old system of subject headings which came under scrutiny. PRECIS is far more precise in describing the content of articles than the old system. In effect this results in a greater precision in retrieval at the expense of recall or as Winn[3] says, "the indexing enables fine distinctions to be made amongst items at a given entry point, and the amount of non-relevant material retrieved is accordingly likely to be

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1. In most cases, these abstracts have been written by authors. Some, however, have been written by editors of the journal.

2. Basic journal, Basie journal, B.A.C.I.E. Journal as well as BACIE Journal

3. From a review of the new-style BEI by V. Winn in Education Libraries Bulletin vol.20 no.1, Spring 1977

small. At the same time there is a risk of relevant material being missed".

As timelag tends to be greater with SEA, some articles were indexed using the old post-co-ordinate system of indexing based on educational and sociological areas of study and some on the new multi-modal indexing system (introduced in 1976) which groups documents in ways which permit retrieval by a variety of approaches.

RHEA seems to have a subject index of only modest specificity, which may make it difficult for users to ensure the retrieval of all the relevant items in a retrospective search. For example, an article in Higher Education entitled 'Higher education and development in Iran' appears in the index under 'Higher education - Iran' but there is no access point under Iran. Similarly an article in Programmed Learning and Educational Technology called 'A Self-Learning scheme in applied science (physics and chemistry) for students of widely varying background knowledge' is indexed under 'Learning: self learning scheme', 'Teaching methods - individualised instruction' and 'Teaching methods - self learning scheme' but not under the curriculum subjects of science, physics and chemistry. There seems to be a general tendency to index broadly and then to narrow down the headings through precise sub-headings. An article in Adult Education on adult education and voluntary organisations in a rural area is consequently indexed under 'Adult education - and voluntary organisations in a rural area'

In contrast to the PRECIS system, the old system of subject headings used in BEI until 1976 depended on headings which were fairly broad in scope (e.g. Secondary education, Reading, Teaching of) but which could be narrowed down by the use of sub-headings. By placing references under more than one heading, the compilers could increase the possibility of searchers retrieving all the relevant material in a search at the cost of having to scan through a high proportion of references which might not be relevant. In other words, recall would be high while precision would be fairly low. Thus the article on Higher education and development in Iran appears under 'Universities and Colleges Abroad: Iran' and 'Iran: Educational System: Universities and Colleges'. In the same way, an article from Adult Education called 'Part-time students at home - a comparison with adult class students' is placed under 'Adult Education: Students'.

TEA's index, to some extent, resembles a traditional index in a book in that it tends to index particular aspects of the article rather than attempting to index the whole subject content. Headings are generally fairly short and precise, so that an article in Vocational Aspect of Education entitled 'Simulation as a instructional strategy in adult commercial education' is indexed under 'clerical training', 'games and simulations', 'simulations and games' and 'women: clerical training'.

The subject index in SEA prior to 1976 (i.e. prior to volume 12) consisted of two sections (Education Study Areas Index and Sociological Study Areas Index) in which broad subject headings were sub-divided into narrow and quite specific headings. A knowledge of the subject field facilitates use of the index, but, because of its post-co-ordinate nature and its weak structure, it is not usually very easy to use. An article in Higher Education on 'Legitimizing university governance: theory and practice' appears under the following headings:

Education Study Areas

Administration and Organisation

017 Other administration and organisation research area

Sociological Study Areas

Primary units of social life

S15 Associations and organisations

Fundamental social processes

S31 Co-operation, accommodation, assimilation

S36 Social control

The new subject index in SEA assumes a knowledge of the subject field - a legitimate assumption given that the service is expressly aimed at subject specialists within the field. Unlike the indexes in the other services, it does not attempt to label documents according to their subject matter but instead groups doucments by (1) theories (2) methods of research (3) empirical situations (4) data and , in limited cases, (5) form of document[1]. Whilst the searcher may initially find

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1. For a description of the theory behind this type of indexing and an example of its operation see Swift, Winn and Bramer 1977b

some difficulty in using the index (because he has traditionally been used to thinking up possible headings, which describe the content of the article, and under which the documents may have been placed), in the final analysis, "he has a better chance that the documents he traces by means of the index are the ones he would choose if he could survey all the documents themselves" (Swift, Winn and Bramer, 1977a, p.10).

Concluding Comments

The results of this survey have shown education in Britain to be a field rich in secondary information services. With at least thirty such sources currently being published, the question which inevitably arises is, does this represent an abundance or an overabundance of provision? In other words, do all these sources provide a unique and discrete service, or is there a measure of duplication - perhaps wasteful duplication - of effort? The question is far from easy to answer because the yardsticks on which comparisons might be made are so diverse: speed vs. depth of coverage, exhaustive vs. selective coverage, national vs. international scope, academic vs. 'popular' orientation, depth of indexing and inclusion of abstracts or annotations.

Analysis of the four most prominent services yielded results which were perhaps unexpected: that the level of overlap in journal titles was relatively low, and proved to be negligible when coverage of individual articles in journals was the criterion. A stronger case against duplication of effort could be made with respect to the remainder of the sources identified, where current awareness is the main goal, yet even here the argument must be a qualified one, since each of the sources tends to serve a discrete body of users, the majority of whom would be unlikely to make use of any other source. The point made by Winn (1971) seems a valid one:

> "Fragmentation of services is clearly, from all points of view, to be avoided as far as possible. At the same time one would not wish, merely for the sake of organisational neatness, even for the sake of economy, to overlook real differences in approach to the literature nor their implications for us of bibliographical services" (Winn, 1971, p.83).

What the analysis does point to is the need for further clarification of the functions performed by the various sources if adequate performance criteria are to be applied. In evaluating any secondary service, three main questions have to be posed. The first of these is, what are the objectives of the service being provided? As a report by Bath University Library notes:

> "Ideally, the coverage of every service should be judged according to its objectives, if these can be identified. The attempt to identify objectives from the services themselves suggests that in some, perhaps many, cases they have not been clearly thought out, let alone specified" (Bath University Library, 1976, p.87).

A second, and related, question is, what is the intended audience for the service? Although it is often possible to make inferences, a clear statement of the intended audience would be necessary for accurate evaluation, especially since particular services may aim at other, subsidiary groups of users in addition to the main audience.

The third question is, to what extent are objectives being achieved and the needs of the intended audience met? Further studies of the kind reported here are necessary if these sources are to be systematically evaluated. But there is also an urgent need to ascertain the needs of users and the use made of the information sources available. A study of the information requirements of researchers in the social sciences (INFROSS), for example, found 25 actual users of SEA - out of a potential total of 40 and 29 actual users of BEI - out of a potential total of 243 (Bath University Library, 1971, p.84). It would be important not only to replicate a study of this kind but also to attempt to find out whether evidence of relative underuse should be attributed to a failure to meet users' needs or, more simply, a widespread lack of awareness of the sources available. At the same time, the audience for educational information sources needs to be seen not as a homogeneous group but rather as a network of different user subgroups, each with different needs - and investigated accordingly. There is a constant danger in evaluating information sources that the needs of academics are emphasised to the neglect of other groups of potential users. As Line (1976) has noted:

> " ... Much social science literature, although heavily used, is not cited because it is not termed 'academic', and consequently is ignored by the secondary services. We should be making a great mistake in ignoring the needs of the practitioner; information services have ultimately to justify themselves by their impact on society, and their impact on practitioners therefore is very important, since the results can be translated into action more quickly" (Line 1976, p.82).

Many of the less prominent, in-house current awareness services identified in the present study would provide fertile ground for an evaluation of practitioners' needs.

While there is a continuing need for detailed analytical studies of secondary services in education, more regular and systematic self-monitoring by most of the services identified could prove valuable

given the marked changes in coverage observed during the last decade. It would also seem desirable that these services should explore possibilities for co-operation within the framework of discussion of their respective aims, audiences and areas of common endeavour. The establishment of a Standing Conference of Educational Information Services could go a long way towards clarifying current provision and ascertaining the potential for a productive sharing of effort.

There is an important final point to be made. Abstracting and indexing services in education are not generally secure, well-funded and profitable enterprises. On the contrary, abstracting services in particular tend to subsist on very limited budgets, relying for their continued well-being - indeed, their survival - on the effort and industry of editors and their volunteer abstractors. Any suggestions made for changes in the nature of these services need to take account both of their often precarious existence and of the implications of such changes for hard-pressed editors. While it would be unrealistic to propose major changes involving considerable increases in cost, discussions of the most effective use of existing resources could well prove productive.

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APPENDIX 1

AN ANNOTATED LIST OF BRITISH SECONDARY SERVICES COVERING THE LITERATURE OF EDUCATION

Scope: The list is intended to be as comprehensive as possible in its coverage of recurrent secondary services in the field of education which are published in this country. However it is possible that some services with restricted or limited circulations have escaped the attention of the compilers.

As well as abstracting and indexing services, the list includes current awareness bulletins and current awareness sections in journals. Accessions lists produced by education libraries have been listed if there is a significant number of entries systematically arranged whilst book reviews in journals fall outside the scope of the list altogether.

Arrangement: Each entry includes details (if applicable) of (1) the title of the service (2) the publisher (3) the address of the publisher (4) the name of a person who can be contacted about the service (5) the format (e.g. abstracting journal, current awareness bulletin) (6) the frequency (7) the cost or whether the service is restricted to a particular audience (8) the coverage (9) the number of items included and (10) the arrangement of entries.

AWARENESS

National Children's Bureau Information Service, 8 Wakley Street, Islington, London EC1V 7QE
Contact: Andrew Scott (Senior Information Officer)
Current awareness bulletin. Weekly. Restricted to Bureau Staff.
Covers articles in various aspects of children and childhood gleaned from journals acquired by the library.
15 - 20 items per issue.
Partially annotated.

BACIE BIBLIOGRAPHY

British Association for Commercial and Industrial Education, 16 Park Crescent, London W1N 4AP
Contact: Susan McNaughton (Librarian)
Recurrent bibliography. Quarterly. Included as a supplement to Bacie Journal.
Covers mainly books and pamphlets relevant to training and commercial education.
Mostly UK and EEC material.
Approximately 60 items per issue.
Annotated entries arranged by the Department of Employment Classification for Training Information.
Commenced publication 1960: cumulations 1960 - 1973 are available.

BRITISH EDUCATION INDEX

British Library Bibliographic Services Division, Store Street, London WC1E 7DG
Contact: Jana Evans (Editor)
Indexing journal. 4 p.a. (final quarter in cumulated annual volume). £13.00 p.a.
Indexes relevant articles, of which the majority are British, together with some conference proceedings. Regularly scans 173 periodicals and includes other appropriate entries through an arrangement with British Humanities Index.
Included 2,998 entries in 1976.
Subject listing of references with PRECIS subject index and an author index.
Commenced publication 1954.

BRITISH JOURNAL OF GUIDANCE AND COUNSELLING

Hobsons Press, Bateman Street, Cambridge CB2 1LZ
Contact: Dr. P. P. Daws, Senior Lecturer in Education, University of Keele (Journal editor)
Current awareness section in journal (entitled "Abstracts"). 2 p.a.
International coverage of journal articles which are relevant to counselling and guidance.
Approx. 40 items per issue.
Abstracts arranged under broad subject headings (e.g. educational problems, individual counselling and related techniques).
Some entries are included by courtesy of Research into Higher Education Abstracts (op.cit.)

BRITISH JOURNAL OF PHYSICAL EDUCATION

Physical Education Association of Great Britain and Northern Ireland, Ling House, 10 Nottingham Place, London W1M 4AX.
Current awareness section in journal (entitled "Abstracts"). 6 p.a.
Covers journal articles, from throughout the world, which relate to physical education.
Approx. 15 - 20 items per issue.
Abstracts are arranged under broad subject headings.

DISADVANTAGE IN EDUCATION

Centre for Information and Advice on Educational Disadvantage, 11 Anson Road, Manchester M14 5BY
Contact: Deborah Derrick (Principal Information Officer)
Current awareness section in journal (entitled "Current Awareness"). 4 p.a.
Covers books and articles relating to educational disadvantage.
25 - 40 items per issue.
Abstracts arranged under broad subject headings (e.g. Further education, School leavers, Multi-racial education).

EDUCATION INFORMATION

Reference and Information Services, City of Sheffield Libraries Department, Central Library, Sheffield S1 1XZ
Current awareness bulletin. Fortnightly (approx.). Restricted to education officers, careers officers, teachers etc. in Sheffield.
Covers articles, drawn mainly from educational newspapers and magazines (e.g. Times Educational Supplement, Education), and books or pamphlets acquired by the library.
Approx. 60 - 70 entries per issue.
Partially annotated.
Co-operative indexing through YADLOGIS (Yorkshire and District Local Government Indexing Service).

EDUCATION REVIEW

Research Library, Cheshire Libraries and Museums, County Hall, Chester.
Contact: Mrs. Hilary Cordwell
Current awareness bulletin. Daily. Restricted to local government personnel in Cheshire.
Covers recent articles relevant to education together with information on new books ordered and received, forthcoming radio and tv programmes and news items from the daily newspapers.
Approx. 30 entries per issue.
Partially annotated.

EDUCATIONAL DEVELOPMENTS AT HOME AND ABROAD

Department of Education and Science Library, Elizabeth House, York Road, London SE1 7PH
Contact: Miss D. M. Jepson (Chief Librarian)
Accessions list. Monthly.
Classified list of new books added to the library.
Approx. 100 items per issue.

EDUCATIONAL DISADVANTAGE: SUMMARIES OF RECENT JOURNAL ARTICLES

Centre for Information and Advice on Educational Disadvantage, 11 Anson Road, Manchester M14 5BY
Contact: Deborah Derrick (Principal Information Officer)
Abstracting journal. 2 p.a. Personal subscription £4.00; institutional subscription £7.00 p.a.
Covers articles selected from British, American, Canadian and Australian journals.
348 abstracts in first issue.
Abstracts arranged under broad subject headings with subject index.
Commenced publication in 1978 on an experimental basis.

ENGLISH IN EDUCATION

National Association for the Teaching of English
Contact: Mike Torbe, Elm Bank Teachers' Centre, Mile Lane, Coventry CV1 2NN (Editor, "Other Voices")
Current awareness section in journal (entitled "Other Voices"). 3 p.a.
Abstracts articles of interest from other journals.
Approx. 5 entries per issue.

HERTIS INFORMATION REVIEW: FURTHER AND HIGHER EDUCATION

The Hatfield Polytechnic Library, P.O. Box 110, Hatfield, Herts. AL10 9AD
Contact: Miss Eve Buckle (Education Librarian)
Current awareness bulletin. Fortnightly. 1 copy £11.50 p.a., additional copies £4.00 each.
References to journal and newspaper articles, books, monographs, reports, press releases, circulars etc. in the fields of adult, further and higher education.
Regularly scans 143 journals (mainly from the UK and USA) and gleans additional items through scanning 12 abstracting/indexing journals.
Included approx. 2,200 items in 1976.
Annotated entries under broad subject headings.
Some indexing undertaken by the libraries of Hertfordshire College of Higher Education, St. Albans College of Further Education and Mid-Herts. College.

HIGHER EDUCATION ABSTRACTS

Kingston Polytechnic Library, Penrhyn Road, Kingston-upon-Thames, Surrey KT1 2EE
Contact: Helen Catchpole
Abstracting journal. 6 p.a. Personal subscription £1.50 p.a.; institutional subscription £5.00 p.a.
Covers journal articles and some books relevant to the field of higher education.
Scans 46 journals, of which the majority are British, and includes items gleaned from abstracting and indexing journals (incl. ERIC).
Includes approx. 500 abstracts p.a.
Abstracts are arranged by source journal with a separate "book reviews" section.
The service includes a fairly basic subject index in each issue.

HIGHER EDUCATION CURRENT AWARENESS BULLETIN

University of Aston Library, Costa Green, Birmingham B4 7ET
Contact: Bruce J. Reid (Editor)
Current awareness bulletin. Fortnightly. £7.00 p.a.
Citations to journal articles and books relevant to higher education.
Regularly scans about 160 journals from around the world.
Included 1,776 items in 1976
Partially annotated entries under broad subject headings.

HIGHLIGHT

National Children's Bureau Information Service, 8 Wakley St., Islington, London EC1V 7QE
Contact: Andrew Scott (Senior Information Officer)
Current awareness service. Occasional. Restricted to Bureau members.
Short reviews of the literature or accounts of significant reports on aspects of children and childhood (e.g. No.1 The Halsey Report on Educational Priority and the pre-school child, No.21 Nursery education - an abstract of research findings).

LANGUAGE TEACHING AND LINGUISTICS ABSTRACTS

Cambridge University Press for English-Teaching Information Centre of the British Council and the Centre for Information on Language Teaching and Research.
Contact: Cambridge University Press, Bentley House, 200 Euston Road, London NW1 2DB
Abstracting journal. 4 p.a. £10.00 p.a.
Includes abstracts of journal articles from nearly 400 journals, covering fields as diverse as psychology, linguistics, language studies, teaching methodology and technology, and experimental teaching.
Coverage is international.
Approx. 80 abstracts per issue.
As well as the abstracts section, which is arranged under broad subject headings, the service has a section of annotated entries referring to new books in the field. In addition the service includes information about current research in Britain relevant to language teaching. An author and a detailed subject index to the abstracts are included twice a year.
A regular literature survey covering an aspect of the field is an additional feature of the service.

LOCAL GOVERNMENT ABSTRACTS: EDUCATION

Cleveland County Libraries, Central Library, Middlesborough, Cleveland TS1 2AY
Contact: Mrs. J. Murdoch (Local Government Librarian)
Current awareness bulletin. Monthly. Restricted to local government officers in Cleveland.
Covers periodical articles.
Approx. 100 items per issue.
Partially annotated entries in alphabetical order of article title.
Compiled from information produced by Yorkshire and District Local Government Indexing Service (YADLOGIS).

MONTHLY LIST OF SELECTED ARTICLES

University of Hull Institute of Education Library, 173 Cottingham Road, Hull HU5 2EH
Contact: J. F. Hooton (Assistant Librarian)
Current awareness bulletin. Monthly. Restricted to Institute and teachers and others in former ATO.
Citations to articles in journals received by the library.
Approx. 100 items per issue.
Entries are arranged under broad subject headings and divided into 4 sections:- (1) education - general aspects (2) stages of education (3) special aspects and relations and (4) curriculum subjects.
Indexing is mainly undertaken by library staff but some is done by academic subject specialists in the Education Department.

MONTHLY SELECTION OF RECENT PUBLICATIONS (BOOKS, THESES ETC.) IN THE FIELDS OF SPORT PHYSICAL EDUCATION AND RECREATION

National Documentation Centre for Sport, Physical Education and Recreation, University of Birmingham, P.O. Box 363, Birmingham B15 2TT
Current awareness service. Monthly. £8.00 p.a.
References to relevant books, theses, dissertations, conference proceedings, pamphlets and government publications, from the principal English and foreign language sources.

PROFESSIONAL BOOKS

Manchester Teachers' Centre Library, 137 Barlow Moor Road, West Didsbury, Manchester M20 9PV
Contact: Mrs. M. Clough (Librarian)
Accessions list. Monthly. Restricted to local schools, colleges, inspectors, education officers etc.
Details of new books added to the library
Approx. 200 items per issue.
Arranged under broad subject headings.

QUARTERLY BULLETIN

University of Hull Institute of Education Library, 173 Cottingham Road, Hull HU5 2EH
Contact: J. F. Hooton (Assistant Librarian)
Accessions list. Quarterly. Restricted to teachers in the former ATO.
Cumulation of monthly accessions lists but excluding items from academic and research literature.
Approx. 120 - 150 citations per issue.
Arranged under broad subject headings.

READING RESEARCH

Centre for the Teaching of Reading, University of Reading, School of Education, 29 Eastern Avenue, Reading, Berks. RG1 5RU
Contact: Elizabeth J. Goodacre, Principal Lecturer, Middlesex Polytechnic at Trent Park, Cockfosters, Barnet, Hertfordshire EN4 0PT
Literature survey and abstracts. Annual.
As well as a review of the previous year's literature on reading research, this publication includes abstracts of relevant books and articles which have been published.
Approx. 80 abstracts per issue.
Abstracts arranged in alphabetical order of author within three sections: (1) research reported in articles or books (2) articles on reading (3) books on teaching reading and developing reading tasks.
Also includes details of new research projects.
Commenced publication 1968.

RESEARCH INTO HIGHER EDUCATION ABSTRACTS

Society for Research into Higher Education, University of Surrey, Guildford, Surrey GU2 5XH
Contact: Colin Flood Page, University of Aston (Editor)
Abstracting journal. 4 p.a. Free to members.
Covers mainly publications concerned with research in higher education although reference works, reviews and important articles are also included. International coverage. Now also includes the titles of relevant UK theses and dissertations.
Included 284 items in 1976.
Items arranged under broad subject groupings (e.g. Administration, Staff, Students - Selection and Performance) with a basic subject index and an author index, which are cumulated annually.

SAGSET JOURNAL

Society for Academic Gaming and Simulation in Education and Training.
Contact: Jacquetta Megarry, Editor, SAGSET Journal, Jordanhill College of Education, Southbrae Drive, Glasgow G13 1PP, Scotland.
Current awareness section in journal. 4 p.a.
As well as a section of references to recent material on academic gaming and simulation, drawn mainly from journals, the journal includes selected annotated references which previously appeared in the journal Simulation/Gaming (S/G Box 3039, University Station, Moscow, Idaho 83843) under their feature "Checklist".

SCOOP (Selected Contents Of Our Periodicals)

Cambridge Institute of Education Library, Shaftesbury Road, Cambridge CB2 2BX
Contact: Miss M. Bocking (Librarian)
Current awareness bulletin. 2/3 issues per week.
Restricted to academic staff in Institute, local colleges of education and interested individuals.
Listings of contents of journals acquired by the library.
Each issue is devoted to a particular area (e.g. educational research, exceptional children, comparative education) and the contents of recent journals in that area are itemised.

SELECT LIST OF BOOKS, PAMPHLETS AND ARTICLES ADDED TO THE STOCK OF THE LIBRARY

University of Keele Institute of Education Library, Keele, Staffordshire ST5 5BG
Contact: A. K. D. Campbell (Tutor Librarian)
Accessions list. Monthly. £0.77
Covers not only about 50% of the books and pamphlets acquired by the library, but also selected articles from journals published overseas.
Approx. 100 items per issue.
Arranged under broad subject headings.

SELECTED TOPICS FROM PERIODICALS

University of Liverpool School of Education Library, 22 Abercromby Square, P.O. Box 147, Liverpool L69 3BX
Contact: John Vaughan (Tutor Librarian)
Current awareness bulletin. Monthly.
References to articles in journals received by the library.
Approx. 25 - 30 references per issue.
Arranged under broad subject headings.

SOCIOLOGY OF EDUCATION ABSTRACTS

Information for Education Ltd. Room 302, 19 Abercromby Square, Liverpool L69 3BX
Contact: Mrs. D. A. Bramer, Open University, Walton Hall, Milton Keynes, MK7 6AA (Assistant Editor)
Abstracting journal. 4 p.a. £10.00 p.a.
Covers books and journal articles, from throughout the world, likely to be of interest to sociologists of education.
Included 600 items in 1976.
Abstracts arranged by alphabetical order of author with indexes which permit searching by theory, method of research, empirical situation, data, and form of document.
Commenced publication 1965.

SPORTS DOCUMENTATION MONTHLY BULLETIN

National Documentation Centre for Sport, Physical Education and Recreation, University of Birmingham, P.O. Box 363, Birmingham B15 2TT
Current awareness service. Monthly. £8.00 p.a.
References to relevant articles drawn from journals published throughout the world.
Approx. 375 items per month
Items are arranged under the names of journals with a subject index which is cumulated annually.

STUDIES IN ADULT EDUCATION

National Institute of Adult Education (England and Wales), De Montfort House, 198 De Montfort Street, Leicester LE1 7GH
Contact: Peter Rowley, Librarian, University of Liverpool Institute of Extension Studies, 1 Abercromby Square, P.O. Box 147, Liverpool L69 3BX
Current awareness section in journal (entitled "From Other Journals"). 2 p.a.
Details of contents of journals, from throughout the world, which have articles relevant to adult education.

TECHNICAL EDUCATION ABSTRACTS

Information for Education Ltd., Room 302, 19 Abercromby Square, Liverpool L69 3BX
Contact: Professor D. F. Swift, Open University, Walton Hall, Milton Keynes MK7 6AA (General editor).
Abstracting journal. 4 p.a. £8.25 p.a.
Abstracts covering British material in the fields of science education, further education and technical education. Regularly scans about 50 journals.
Approx. 120 items per issue.
Items are arranged in a classified sequence (by the Universal Decimal Classification) with subject and author indexes, which are cumulated annually.
Commenced publication 1960.

UNIVERSITY OF OXFORD DEPARTMENT OF EDUCATIONAL STUDIES SELECT INDEX OF ARTICLES

University of Oxford Department of Educational Studies Library, 15 Norham Gardens, Oxford OX2 6PY
Contact: Miss Gillian Ledger (Librarian)
Current awareness bulletin. Irregular. Restricted to tutors and research students in the Department.
References to articles in journals received by the Department.
Arranged by the former British Education Index headings.

YOUTH IN SOCIETY

National Youth Bureau, 17-23 Albion Street, Leicester
Current awareness section in journal (entitled "Current Awareness Digest"). 6 p.a.
Books, pamphlets and periodical articles relevant to social work with young people, counselling, education, youth work etc.
Approx. 100 items per issue.
Annotated entries arranged under broad subject headings.

APPENDIX 2

OVERLAP IN COVERAGE OF JOURNAL TITLES BY SELECTED ABSTRACTING AND INDEXING SERVICES 1973 - 1975

Journals covered by four services

Adult Education
British Journal of Educational Technology
British Journal of Guidance and Counselling
Coombe Lodge Reports
Education for Teaching
Educational Research
Educational Review
Higher Education Review
New Society
Programmed Learning and Educational Technology
Research in Education
Technical Journal
Trends in Education
Vocational Aspect of Education

Journals covered by three services

British Journal of Educational Psychology (Not TEA)
British Journal of Educational Studies (Not RHEA)
British Journal of Social and Clinical Psychology (Not RHEA)
British Journal of Sociology (Not TEA)
Durham Research Review (Not TEA)
Education in Chemistry (Not SEA)
Further Education (Not SEA)
Higher Education (Not TEA)
Human Relations (Not RHEA)
Instructional Science (Not RHEA)
Journal of Educational Administration and History (Not TEA)
Journal of Occupational Psychology (Not SEA)
Nature (Not SEA)
New Universities Quarterly (Not TEA)
Prospects (Not TEA)
Scottish Educational Studies (Not TEA)
Studies in Science Education (Not RHEA)
Visual Education (Not RHEA)
West African Journal of Education (Not TEA)

Journals covered by two services (N=68)

	BEI	SEA	RHEA	TEA
BEI	-	25	10	11
SEA	25	-	14	5
RHEA	10	14	-	3
TEA	11	5	3	-

APPENDIX 3

ANALYSES OF 1973 ENTRIES IN SELECTED ABSTRACTING SERVICES BY (1) FORM OF MATERIAL CITED AND (2) PUBLICATION DATE OF CITED MATERIAL

Abstracting Service 1973	Dates of books or articles to which citations refer								
	1973	1972	1971	1970	1969	1968	pre-1968	undated	total
Research into Higher Education Abstracts									
Vol.6 No.4									
Periodicals	2	51	2						78
Books etc.	4	18						1	
Vol.7 No.1									
Periodicals	29	25	-	1					73
Books etc.	4	10	2	1				1	
Vol.7 No.2									
Periodicals	40	4	-						74
Books etc.	19	10	1						
Vol.7 No.3									
Periodicals	45	21	-						77
Books etc.	10	1	-						
Total	153	140	5	2				2	302
Sociology of Education Abstracts									
Vol.9 No.1									
Periodicals	40	68	13					1	221
Books etc.	31	30	36		1			1	
Vol.9 No.2									
Periodicals	104	23	6		1			1	191
Books etc.	32	21	2					1	
Vol.9 No.3									
Periodicals	136	26	-					1	202
Books etc.	30	7	-	1			1		
Vol.9 No.4									
Periodicals	98[1]	28	-					1	187
Books etc.	42[2]	5	12	1					
Total	513	208	69	2	2		1	6	801
Technical Education Abstracts									
Vol.13 No.1									
Periodicals	-	102	-					1	117
Books etc.	-	13	-					1	
Vol.13 No.2									
Periodicals	-	145	-						145
Books etc.	-	-	-						
Vol.13 No.3									
Periodicals	138	35*	-					1	177
Books etc.	1	1	-					1	
Vol.13 No.4									
Periodicals	118	2	-						127
Books etc.	4	1	1				1		
Total	261	299	1				1	4	566

ANALYSES OF 1974 ENTRIES IN SELECTED ABSTRACTING SERVICES BY (1) FORM OF MATERIAL CITED AND (2) PUBLICATION DATE OF CITED MATERIAL

Abstracting Service 1974	Dates of books or articles to which citations refer: 1974	1973	1972	1971	1970	1969	pre-1969	undated	total
Research into Higher Education Abstracts									
Vol.7 No.4									
Periodicals	5	47	-						
Books etc.	4	9	3						68
Vol.8 No.1									
Periodicals	7	57	-					1	
Books etc.	2	12	1						80
Vol.8 No.2									
Periodicals	41	19	1					1	
Books etc.	3	2	1						68
Vol.8 No.3									
Periodicals	56	1	-					1	
Books etc.	7	8	-					1	74
Total	125	155	6					4	290
Sociology of Education Abstracts									
Vol.10 No.1									
Periodicals	45	67	25						
Books etc.	14	52	5	1					209
Vol.10 No.2									
Periodicals	70	32	-						
Books etc.	39	54	4	1					200
Vol.10 No.3									
Periodicals	83	30	5	1	1				
Books etc.	55	21	7						203
Vol.10 No.4									
Periodicals	120	29	7	1					
Books etc.	26	12	4	1					200
Total	452	297	57	5	1				812
Technical Education Abstracts									
Vol.14 No.1									
Periodicals	-	113							
Books etc.		8							121
Vol.14 No.2									
Periodicals	-	110							
Books etc.	-	13							123
Vol.14 No.3									
Periodicals	110	6							
Books etc.	-	3	1						120
Vol.14 No.4									
Periodicals	104	-							
Books etc.	14	4							122
Total	228	257	1						486

APPENDIX 5

ANALYSES OF 1975 ENTRIES IN SELECTED ABSTRACTING SERVICES BY (1) FORM OF MATERIAL CITED AND (2) PUBLICATION DATE OF CITED MATERIAL

Abstracting Service 1975	Dates of books or articles to which citations refer: 1975	1974	1973	1972	1971	1970	pre-1970	undated	total
Research into Higher Education Abstracts									
Vol.8 No.4									
Periodicals	-	67	8						
Books etc.	-	11	2						88
Vol.9 No.1									
Periodicals	18	47	-						
Books etc.	4	8	4	1				1	83
Vol.9 No.2									
Periodicals	39	23	1						
Books etc.	2	5	2			1	2		75
Vol.9 No.3									
Periodicals	64	26	-						
Books etc.	13	6	2						111
Total	140	193	19	1		1	2	1	357
Sociology of Education Abstracts									
Vol.11 No.1									
Periodicals	8	111	1						
Books etc.	3	43	15				1		182
Vol.11 No.2									
Periodicals	47	63	14						
Books etc.	17	24	14	3			1		183
Vol.11 No.3									
Periodicals	72	48	15						
Books etc.	13	31	7	1				1	188
Vol.11 No.4									
Periodicals	82	24						1	
Books etc.	38	18	5	3				1	172
Total	280	362	71	7			2	3	725
Technical Education Abstracts									
Vol.15 No.1									
Periodicals	-	113	-						
Books etc.	-	5	3						121
Vol.15 No.2									
Periodicals	3	103	-						
Books etc.	-	14	1						121
Vol.15 No.3									
Periodicals	99	17	-						
Books etc.	2	8	-						126
Vol.15 No.4									
Periodicals	92	10	-						
Books etc.	9	8	1	2					122